AN ENGLISH GRAMMAR FOR SECONDARY SCHOOLS

COWPERTHWAITE
MARSHALL

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AN

ENGLISH GRAMMAR

FOR SECONDARY SCHOOLS

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PART ONE—THE SENTENCE AND ITS ELEMENTS

CHAPTER I

The Sentence

1. A Sentence is a group of words expressing a complete thought.

The following are examples:

Birds fly.
The man on the road told us his name.
That he was sorry was quite evident.
We had fruit but they had cake.

2. Each of the following groups of words is not a sentence because it does not express a complete thought.

The man, coming along the road, with swift strides.

When I had done it, without looking upon my papers.

Shall begin with the first vision, which I have translated word for word.

EXERCISE 1

Tell which of the following are sentences:

1. Though there was little enough shade in the desert.

2. If I were a boy again, I would have a blank book in which I would record, before going to bed, every day's events just as they happened to me personally.

3. The men, forced to work in the dark and hindered by the rush of waters which threatened to sweep away the barriers as soon as they were constructed.

4. In the hotter weather we nearly all slept on deck, the space on top of the ice-house and in the boats being favorite billets.

5. Although we had our proportion of blizzard days, I do not think our meteorological record showed any undue frequency of high winds and blizzards.

6. No roads, no trails, no landmarks, save here and there a salt bush or a clump of grease wood; more rarely a barren sand dune.

7. After having been thus particular upon myself, in to-morrow's paper, an account of these gentlemen who are concerned with me.

8. For I must further acquaint the reader, that, though our club meets only on Tuesdays and Thursdays, we have an appointed committee to sit every night.

9. Threescore and ten entire arches, with several broken arches, which added to those that were entire, made up the number about an hundred.

10. Upon further examination, I perceived there were innumerable trap doors that lay concealed in the bridge.

11. A bunch of grapes, which, not observed by Alice, he had meditated dividing with her.

12. Then in somewhat more heightened tone, I told how, though their great-grandmother Field loved her grandchildren, yet in an especial manner she might be said to love their uncle John.

13. The ruins of a large settlement of ancient Romans, uncovered recently in Kent, England.

14. The discovery was made by a classical master of Christ's Hospital, an archaeologist.

15. That mild apostate from poetic rule,
The simple Wordsworth, framer of a lay,
As soft as evening in his favorite May,
Who warns his friend "to shake off toil and trouble
And quit his books, for fear of growing double."

16. In Xanadu did Kubla Khan
A stately pleasure-dome decree.

17. Soon, trembling in her soft and chilly nest
In sort of wakeful swoon, perplexed she lay.

EXERCISE 2

Construct at least four sentences with each of the following as subjects:

1. My school
2. General Wolfe
3. Baseball

4. Radio
5. Gathering flowers.
6. School fair
7. Florence Nightingale
8. Roads
9. Our forests
10. A picnic

CHAPTER II

Elements of the Sentence

3. While there are many different kinds of sentences, there is a general structure common to *all* sentences, no matter how large or how small. Every sentence must have a SUBJECT and PREDICATE and may have additions to these according to the thoughts expressed. These additions may be:

Modifier of the Subject,
Modifier of the Predicate,
Complement,
Object with its modifiers.

Such sentences as "Halt, or I fire"; "Come to me"; "Go"; have no expressed subjects. The subjects *understood* are "You".

SECTION I—The Subject

4. The Subject is that part of a sentence which names or represents the person or thing about which we make the statement. The subject may be:

1. A Noun	*John* carried the flag. *Coal* is a valuable mineral.
2. A Pronoun	*He* marched with the army. *It* costs twelve dollars a ton.
3. A Noun Clause	*What he said* will never be known. *That the prisoner was guilty* was painfully apparent.
4. An Infinitive	*To read* books is a pleasure. *To swim* well was his ambition.
5. A Gerund	*Reading* books is a pleasure. *Throwing* stones is a dangerous practice.
6. A Phrase or Quotation	*What to do* is the question. "*Ay, Ay, Sir,*" was heard from the masthead.

5. It should be noted that occasionally the subject of the sentence does not appear at the beginning. Thus:

Where is *it?*
Great is *Diana* of the Ephesians.
Out spake the *captain*, brave and bold.

The subject may be placed at the end of the sentence and be *represented* by another word. Thus:

It was reported that he did his best.

In this sentence the pronoun "it" is the *representative* or *introductory* subject and the noun clause "that he did his best" is the real subject.

6. Frequently the word "there" takes the place of the transposed subject. Thus:

There were many in the room.

In this sentence the subject and predicate are:

Many were in the room.

The word "there" may be called an EXPLETIVE (from Latin expleo—I fill out). Other examples are:

There came to the beach a poor exile of Erin.

There being no further business, the meeting adjourned.

Care must be taken to distinguish the expletive *there* from the adverb *there*. In the sentence "There were many standing there to greet their friends"; the first *there* is an expletive, and the second *there* is an adverb modifying the verb "were standing". In making the detailed analysis of such sentence, the expletive may be omitted as shown above.

EXERCISE 3

Give the subject of each of the following sentences, stating the kind.

1. "Weep no more" appeared on the sign.
2. Music vibrates in the memory.
3. Thou wast not born for death.
4. To see him safe and sound was our wish.
5. What he wanted could not be granted.
6. Send for the doctor.
7. There comes the master.
8. Making a noise seemed to please him.

9. These words I as a prophecy receive.
10. Thee haughty tyrants ne'er shall tame.
11. There were troops brought from all his dominions.
12. To act thus is not wise.
13. Now glowed the firmament with living sapphires.
14. There shall be enough time.
15. Writing a letter is often a difficult task.
16. Early to bed and early to rise,
    Makes a man healthy, wealthy, and wise.

EXERCISE 4

Compose twelve sentences, underlining the subject of each.

SECTION 2—The Predicate

7. The Predicate is that part of the sentence which expresses what is said about the subject.

The Predicate may be:

1. A VERB	He *writes* a letter. John *seems* tired.
2. A VERB PHRASE	I *am writing* a letter. He *will have gone* two weeks on Monday.

The verb usually comes after the subject. Occasionally for the sake of emphasis this order is not observed, as:

Swiftly ran the river.
Stand all who have finished.

EXERCISE 5

Select the verbs and verb phrases found in the sentences of Exercise 3.

EXERCISE 6

Compose sentences containing the following verbs and verb phrases:

shot	blamed	shoot
were	looks	faded
has grown	will come	shall drive
boasted	was given	fill
should leave	must confess	may perish

EXERCISE 7

Select the subjects, and the verbs, and the verb phrases in the following sentences:

1. A team to take our baggage must be ordered. 2. It was not easy to do this exercise. 3. The proof of the pudding is in the eating. 4. Most of the party slept well. 5. They had been toiling all night. 6. I cannot satisfy your curiosity. 7. The tide has been running out for two hours. 8. Have you not found that book yet? 9. Glorious was that first sight of Lake Louise. 10. The men were stream-driving all that week. 11. In the Land of Evangeline will be seen very many fruit-trees. 12. Has he been studying French for any length of time? 13. They did not do the lesson assigned. 14. Why is that man so slow? 15. Do they not seem very industrious? 16. She was trying to do

all the work alone. 17. Write your name neatly. 18. How sweetly the birds sing! 19. Heaped upon the floor to form a kind of throne were turkeys and geese.

20. Mounted on panthers' furs and lions' manes
From rear to van they scour about the plains.

SECTION 3—Modifiers of the Subject

8 **The Modifiers of the Subject are the words or groups of words which add to or limit the meaning of the subject.** These may be:

1. An Adjective	The *white* horse broke its halter.
2. An Adjective Phrase	The house *on the hill* is sold.
3. An Adjective Clause	The tree *which the wind blew down* lay in the way.
	Mary *who had studied well* passed with honors.
4. A Participle	The man *weakened* by disease could not continue the journey.
5. An Infinitive	Water *to drink* was abundant.
	Books *to read* were scattered on the table.
6. A Noun in the Possessive Case	*Tom's* work was perfect.
	The Queen of England's message was read.
7. A Pronoun in the Possessive Case	*His* work was a delight.

8. A Noun in Apposition John, *the Baptist,* preached repentance.

Milton, *the poet,* was blind.

EXERCISE 8

Give the modifiers of the subjects in the following sentences, classifying them:

1. Everything about the place was clean.
2. John's readiness to help pleased his parents.
3. The plaided warriors of the North thundered forth.
4. His friends in town offered help.
5. There came a feeble man from the hut.
6. The man whom we met yesterday was her uncle.
7. Having studied faithfully, the boy was successful.
8. He comes, the herald of the busy world.
9. Money to build homes was advanced by the Company.
10. Where is the boy who won the race?
11. Johnson the baker's horse ran away.
12. The ship's huge shadow lay across the water.
13. The man, weary of his long search, returned discouraged.
14. Some shape of beauty moves away the pall from our dark spirits.
15. The she-wolf's litter stands savagely at bay.
16. The time to play has arrived.
17. His words came feebly.
18. The boy being kept in had to do some work.
19. Good houses to rent were not easy to find.
20. Bliss Carman, Canada's sweet singer, was born in New Brunswick.

EXERCISE 9

Construct sentences illustrating the different types of modifiers of the subject.

SECTION 4—Modifiers of the Predicate

9. **The Modifiers of the Predicate are the words or groups of words which limit or add to the meaning of the verb.** These may be:

1. An Adverb	Mary sings *beautifully.* My father came *home.*
2. An Adverb Phrase	The books fell *to the floor.* He motioned *to John* to come.
3. An Adverb Clause	We arrived *when the train was due.* John came *because he was called.*
4. A Nominative Absolute	*The lessons being finished,* the boys went out to play. *The storm being over,* we left for home.
5. An Infinitive	We came *to see* him. They went *to visit* their friends.

6. There are many other words and expressions denoting duration, extent, and so forth, which are really adverbial. Thus in the sentence, "It cost six

dollars," "six dollars" modifies "cost," because the sentence means "It cost to the extent of six dollars." So with "He jumped *six feet*," "He spoke *two hours*."

EXERCISE 10

Select the modifiers of the predicates in the following sentences and state the kind of each:

1. She did her work in a careless manner. 2. The lowing herd wind slowly o'er the lea. 3. She sang exceedingly well. 4. I come to bury Caesar, not to praise him. 5. Now fades the glimmering landscape on the sight. 6. He worked hard that he might succeed. 7. We came as soon as we could. 8. The sun having set, they returned home. 9. It cost him much money. 10. When he comes home, I shall tell him the news. 11. We eat to live, not live to eat. 12. My father being poorly, I went to see him. 13. He lives some distance from the school. 14. When the storm broke, the rain came heavily. 15. They ran ten miles during the chase. 16. The sun having risen, the men started for town. 17. While he was talking thus, the old man's voice quivered with weakness. 18. We set out to reach the top of the hill. 19. The wind having fallen, there was less risk of our boat upsetting. 20. They lived several years on the shores of Lake Louise.

EXERCISE 11

Write sentences illustrating six kinds of modifiers of the predicate.

SECTION 5—The Object

10. **The Object is that part of a sentence which names or represents the person or thing upon which an action is done.** The object may be:

1. A Noun	John broke the *window.*
2. A Pronoun	They followed *them.*
3. A Noun Clause	He asked *what news he brought.*
4. A Gerund	James likes *running* the car.
5. An Infinitive	I hope *to read* the book.
6. A Phrase or Quotation	He did not know *what to do.* He said "*Run for your life.*"

Just as we have Representative Subjects (Paragraph No. 5), we may also have *Representative Objects*, as: I arranged *it* that he should go in the morning.

EXERCISE 12

Select the objects in each of the following sentences:

1. We decided to take them back. 2. A gentle answer did the old man make. 3. Which of the boys did you see? 4. We hoped that he would succeed. 5. "Nay, not so," replied the angel. 6. He enjoyed watching the lightning. 7. O Rose, who dares to name thee? 8. All the air a solemn stillness holds. 9. Ben Adhem said, "What writest thou?" 10. I remember asking him that question some time ago. 11. The captain wished to know how to do it. 12. Martin raised his hand but Tom stopped him. 13. I do not like his acting in that way. 14. "Do not call him," said his mother. 15. The men blame themselves for the accident. 16. They asked their

father to take them to town. 17. The two men assisted each other. 18. Tell me the way to Cedric, the Saxon's.

19. A damsel with a dulcimer
In a vision once I saw.

20. In small proportions we just beauties see.

EXERCISE 13

Write sentences illustrating the various types of objects.

SECTION 6—Modifiers of the Object

11. **The Modifiers of the Object are the words or groups of words which limit or add to the meaning of the object.** These may be:

1. An Adjective	Mr. Brown bought *much* wheat.
2. An Adjective Phrase	He painted the roof *of the house.*
3. An Adjective Clause	His uncle demanded the will *which had been signed.*
4. A Participle	We saw them *playing* cricket in the park.
5. An Infinitive	The bank has money *to loan.*
6. A Noun in the Possessive Case	We saw *Tom's* hat.
7. A Pronoun in the Possessive Case	We waited *our* turn.
8. A Noun in Apposition	We paid Walter *the baker.*

EXERCISE 14

Select the modifiers of the objects in each of the following sentences:

1. They have much work to do. 2. I called the man who was holding the horse. 3. We have given our hearts away, a sordid boon. 4. Tom found the book for which I was looking. 5. He heard their loud cries. 6. They found the traveller half-buried in the snow. 7. We reached the top of the mountain. 8. He followed the star's twinkling gleam. 9. I remembered Chatterton, the marvellous boy. 10. Which one of the three boys did you see last? 11. I heard the skylark warbling in the sky. 12. They gave us fruit and cake to eat. 13. A gentle answer did the old man make. 14. We visited the place where we were born. 15. I found him entertaining the company. 16. We could hear the baying of hounds 17. We saw the boy, tired of his long journey, lying fast asleep by the wayside. 18. A man with that disposition we could not trust. 19. I love the rain's continuous sound. 20. Her father gave her a diamond, a jewel of great value.

EXERCISE 15

Write sentences illustrating the different kinds of modifiers of the object.

SECTION 7—The Complement

12. **A Complement is a word or group of words which may be used to complete the sense of the sentence or meaning of the subject.** It follows such verbs as *seems, appears, become,* and *be.* It may be:

1. A Noun — John is *Captain.*
2. An Adjective — He became *famous.*
3. A Phrase — Joseph's coat was *of many colors.*
4. A Clause — The results are *what we planned.*
5. An Infinitive — John seems *to be tired.*
6. An Adverb — The man is *here.* (Some grammarians parse "here" as an adverb modifying "is".)

EXERCISE 16

Select the complements in the following sentences:

1. The captain appeared to be watching closely. 2. Is not the man sick? 3. Sentinels were considered unnecessary. 4. These are small packages of magazines. 5. Yesterday the weather was exceedingly fine. 6. His rule has been of great benefit to the people. 7. The flutt'ring songsters a mere speck became. 8. The dinner was what we expected. 9. The doctors were there and so were the nurses. 10. His friends became of much assistance to him in his adventure. 11. Ring in the Christ that is to be. 12. It was St. Agnes' Eve. 13. Portia, hearing this, seemed very angry. 14. That book proved of no use. 15. At these words Abou Hassan grew quite sad. 16. His cry was, "I die for my country." 17. The workmen were there on time. 18. Language is a perpetual Orphic song.

19. The memory of sorrow grows
    A lighter burden on the heart.
20. The heavens are not too high,
    The earth is not too low.

EXERCISE 17

Construct ten sentences illustrating different types of the complement.

SECTION 8—Compound Subjects, Objects, and Predicates

13. **The subject of a sentence may sometimes consist of several nouns, pronouns, infinitives, etc. Such a subject is said to be Compound.** Thus:

(*a*) *Fred, Mary,* and *I* are tired after our long walk.

(*b*) The *horse* and his *rider* were carried away by the swift current.

(*c*) *To will* and *to do* are very different things.

14. In the same way we may have a Compound Object. Thus:

(*a*) She put all the *eggs* and the *butter* into one basket.

(*b*) They visited *Tom* and *me* last week.

(*c*) He likes *to whistle* and *sing* at his work.

15. So also we may have a Compound Predicate by joining two or more verbs. Thus:

(*a*) I *came, saw,* and *conquered.*

(*b*) They *heard* and *obeyed* the call.

(*c*) The girls *sang* and *danced* with glee.

EXERCISE 18

Select the compound subjects, objects and predicates in the following sentences:

1. You and I will take a walk. 2. We saw five cows and three horses in the field. 3. I shall take you and Jessie to the fair. 4. They laughed and shouted at play. 5. The man's idleness and vice brought him to

ruin. 6. She soothed and comforted the sorrowing child. 7. He separated the wheat and the oats. 8. The boy and his sister were playing in the sand. 9. Jack and I threw and caught the baseball. 10. Rain and snow fell all day. 11. We found the ball and the bat after a long search. 12. Have you and Ruth swept and dusted the rooms and halls?

SECTION 9—Detailed Analysis of the Sentence

16. A sentence may consist of only two words, SUBJECT and PREDICATE, as "Time flies," but it usually has other parts. In longer sentences, therefore, we may have besides the subject and predicate, modifiers of the subject, modifiers of the predicate, object, modifiers of the object and complements. These elements are called the DETAILED PARTS OF A SENTENCE.

17. To give a DETAILED ANALYSIS OF A SENTENCE means to select in some orderly fashion these various elements. A convenient way of analyzing a sentence into these parts is to rule a page and write the various elements in the column to which they belong. Thus:

1. The famous man was cheered by the audience. 2. His voice called the frightened people to their senses. 3. John the carter was famous for his strength. 4. Men who came to scoff remained to pray. 5. The men when they saw the storm which threatened them, pleaded to return. 6. The clouds that had hung high all morning gradually disappeared and the mountains appeared in all their ragged grandeur. 7. It is evident that he did not expect any opposition.

NO.	MODIFIERS OF SUBJECT	BARE SUBJECT	BARE PREDICATE	COMPLEMENT	MODIFIERS OF OBJECT	OBJECT	MODIFIERS OF PREDICATE	CONNECTIVES
1.	The, famous	man	was cheered				by the audience	
2.	His	voice	called		the frightened	people	to their senses	
3.	the, carter	John	was	famous			for his strength	
4. (1.)	adj. clause (2)	Men	remained				to pray	
(2.)		who	came				to scoff	
5. (1.)	The	men	pleaded			to return	adverb clause (2)	
(2.)		they	saw		the, adj. clause	storm		when
(3.)		which	threatened		(3)	them		
6. (1.)	The, adj. clause (2)	clouds	disappeared				gradually	
(2.)		that	had hung				high, all morning	
(3.)	the	mountains	appeared				in all their ragged grandeur	and
7. (1.)		It (noun clause 2)	is	evident				
(2.)		he	did expect		any	opposition	not	that

Sentences of the type 4, 5, 6, and 7 may be left until Clausal Analysis has been studied.

EXERCISE 19

Give a detailed analysis of the following sentences:

1. Then there began the rude form of a gridiron. 2. Roasting by the string, or spit, came in a century or two later. 3. Dancing is a very common diversion with many people. 4. His fancy gave him that power of illustrative metaphor. 5. To be versed in the history of Eastcheap was to be acquainted with the history of the universe. 6. He knew how to resolve characters into their elements. 7. The artist wishes to give us a clear proof of these perfections. 8. We watched the running of the powerful engine. 9. Reading is by no means necessarily study. 10. Answer me a question or two. 11. To desire to do something in the best way, this is the surest way to become great. 12. Doleful voices, the clanking of chains, and the rushing of many feet are heard through the darkness. 13. It is not easy to make a simile go on all fours. 14. Of all sound of all bells, most solemn and touching is the peal which rings out the Old Year.

EXERCISE 20

Give a detailed analysis of the following sentences:

1. His creed on such subjects will not influence his poetry. 2. Such was the Knight's first idea. 3. The desire to make a large fortune overcame any scruples. 4. Undeterred by the stifling vapor, the Knight threw himself from his horse. 5. The artificial manner, indispensable to such works, is admirably preserved. 6. My mother, a long-headed woman, was not easily outwitted. 7. I love to trace the break of Spring, step by step. 8. Soon is heard the deep, pervading sound of the organ. 9. The open and relaxed hand gave tokens of the most

profound repose. 10. Thus departs Beowulf, the Sea-God, the most desirous of glory. 11. Having said this, he retired to the outer cell. 12. There appeared the finest gentleman of the age, the chivalrous, the high souled Windham. 13. Leaving this interesting tomb behind, I took a pathway to the left. 14. Out of this nervousness comes the shyness common to youth. 15. There have been spectacles more dazzling to the eye, more gorgeous with jewelry and cloth of gold. 16. The peers, robed in gold and ermine, were marshalled by the heralds. 17. The gray old walls were hung with scarlet. 18. There be none of Beauty's daughters with a magic like thee. 19. Things impossible 'tis wrong to attempt at all. 20. They but refrain their tongues at your behest.

EXERCISE 21

Give a detailed analysis of the following sentences:

1. Their hats are on the ground. 2. The men of Athens were famous for their learning. 3. Your blossoms are turned to the light. 4. Long years of havoc urge their destined course. 5. Each age of gold was an iron age too. 6. The animal severely wounded turned savagely on his enemy. 7. Our friend, long expected and dearly waited, at last is here. 8. Long since, a dream of heaven I had. 9. Those flowers were of many colors. 10. We saw a woman sitting down upon a stone to rest. 11. The train passing over the bridge seemed to be gaining speed. 12. Thy husband will never return from the war again. 13. Thrice three times did the Phantom Knight course round the Abbey. 14. They suffered their first defeat, Waterloo. 15. The windows having been broken, the storm swept through the room. 16. Shakespeare's Plays

were on our course of study. 17. Mixing mortar all day is very hard work. 18. What next to do was then discussed by the Committee. 19. We could not recommend his policy of inaction. 20. Almost upon the western wave, rested the broad bright sun. 21. At last the people in a body to the town-hall came flocking. 22. Thus all through merry Islington these gambols did he play. 23. With favoring winds, over sunlit seas, we sailed for the Hesperides. 24. The necessity of setting the world at a distance from us has sent many from high stations to the severities of a monastic life.

EXERCISE 22

Give a detailed analysis of the following sentences:

1. I gave the money to my friend, he being in great need. 2. William, Duke of Normandy, defeated Harold, King of England. 3. She went into the garden to cut some cabbage leaves to make an apple pie. 4. The terrific heat of the sun oppressed the army of the Romans during the long day's march. 5. Trivial acts of apparently little seriousness are often important in the formation of character. 6. After a long career of service he became a man of political eminence. 7. Baron Munchausen was a teller of wonderful stories. 8. William, Prince of Orange, became King of England. 9. The Government dismissed the general, he having been defeated in several battles. 10. The exercise being done, I shall enjoy myself at golf. 11. At the end of the first twenty-four hours, the snail was an inch higher than it was at the beginning. 12. Henry, I would like you to do this problem for me. 13. Some time previously the boys were playing football in the playground.

14. The master had given them permission. 15. Once upon a time games for girls seemed unladylike. 16. To learn a foreign language is often difficult. 17. Oranges are good to eat. 18. Being ready for the blow, I was not taken by surprise. 19. To stay by the sea-side is delightful. 20. He was accused of having neglected his mother. 21. My brother went to the sea-side to regain his health. 22. Having neglected his work, he was kept in. 23. Do you dislike being kept in? 24. The boy, being kept in, had some work to do. 25. There is no doubt about his having missed his train. 26. Having completed his task he decided to go home. 27. By being prepared for dangers, you may escape them. 28. Being prepared for his visit, I was not surprised to see him. 29. The study of grammar makes a man capable of reasoning. 30. Idle boys will be made to work. 31. Beside the dewy border let me sit. 32. On my face extended flat I was walloped with an oar for listening at the keyhole of a door. 33. Then comes the father of the tempest forth wrapt in black glooms. 34. Work being done, we talked of our doings during the day. 35. In difficulties men can only try to do their best, hoping for better times.

EXERCISE 23

Give a detailed analysis of the following sentences:

1. The next morning, being the 24th of June, at the break of day the battle began in terrible earnest.

2. The fine English cavalry then advanced to support their archers and to attack the enemy's line.

3. On one of those sober and rather melancholy days in the latter part of Autumn, I passed several hours in rambling about Westminster Abbey.

4. The approach to the Abbey through these gloomy monastic remains prepares the mind for its solemn contemplation.

5. The sun was pouring down a yellow autumnal ray into the square of the cloisters, beaming upon a scanty plot of grass in the centre, and lighting up an angle of the vaulted passage with a kind of dusky splendor.

6. The dream of finding a passage to Asia by a voyage round the northern coast of the American Continent, drew a west-country seaman, Martin Frobisher, to the coast of Labrador.

7. There lay before me, extending completely across my path, a thicket.

8. The Saracen came on at the speedy gallop of an Arab horseman, managing his steed by his limbs and the inflection of his body.

9. Here giant weeds a passage scarce allow
To halls deserted, portals gaping wide.

10. A vast confusion of formless rocks crosses the stream, torturing it into a hundred boiling pools and hissing cataracts.

11. He was now a huge, strong, fellow of six feet high, broad in proportion and round shouldered.

12. Far away on each hand stretch the rich pastures and the patches of dark earth, made ready for the seed of broad-leaved green crops.

13. There was a black barge or some other kind of superannuated boat not far off, high and dry on the ground, with an iron funnel sticking out of it for a chimney.

14. The little river with its dark changing wavelets seems to me, walking on the bank, a living companion.

15. The heads of the English settlement, now thoroughly alarmed by the success of Dupleix, entrusted the execution of Clive's plan to himself.

16. It was absolutely necessary to strike some daring blow in order to save Madras from the attack of the enemy.

CHAPTER III

The Phrase, Clause, and Sentence

18. We have seen that the sentence is a group of words expressing a complete thought. There are other "GROUPS OF WORDS", called "PHRASES" and "CLAUSES", which do not express a complete thought but which form important parts of sentences. These we shall now examine.

SECTION I—The Phrase

19. The Phrase is a group of words without subject or predicate used in a sentence with the force of a single word.

The CLAUSE is a group of words, containing subject and predicate, and forming part of a sentence.

1. The *big* book fell *heavily.*
2. The book *on the table* fell *to the floor.*
3. The book *which was on the table* fell *when the boy pushed it.*

In sentence 1 "big" is an adjective modifying the noun "book", and "heavily" is an adverb modifying the verb "fell".

In sentence 2 "on the table" is an adjective phrase modifying the noun "book", and "to the floor" is an adverb phrase modifying the verb "fell".

In sentence 3 "which was on the table" is an adjective clause modifying the noun "book", and "when the boy pushed it" is an adverb clause modifying the verb "fell."

20. The following are different kinds of PHRASES:

1. ADJECTIVE The man *at the door* is my uncle.
2. ADVERB The ball rolled *into the corner.*
3. VERB I *should have written* him sooner.
4. NOUN *Over the fence* is out.
5. PRONOUN They greeted *one another.*
6. CONJUNCTION I am tired *as well as* hungry.
7. PREPOSITION He stood *in front of* the door.
8. INTERJECTION *Well to be sure!*
9. PARTICIPLE The sun *having set,* they all went home.

Most of our phrases, of course, belong to the first three classes.

EXERCISE 24

Select the phrases in the following sentences, stating the kind, and relation:

1. He said nothing to me. 2. Bind him hand and foot. 3. The sun in the heavens burned into the valley. 4. He tied it so that it would not fall. 5. I gave him

some milk in a cup. 6. They nodded to each other. 7. I understood him in many things and he was well pleased with me. 8. I called him Friday for the memory of the time. 9. I have passed many years in this city and I am frequently seen in public places. 10. No one would have recognized it. 11. On the fifth day of the moon, I ascended the high hills of Bagdad in order to pass the rest of the day in meditation and prayer. 12. Dinner being finished, the tables were removed. 13. As I looked upon him he applied it to his lips, and began to play upon it. 14. A man of honor is respected by all people. 15. Bad luck to it! I have missed that bird again. 16. She stood alongside of her father who was in the chair on the walk leading to the summer-house near the brook. 17. In the event of his death they will be left poor. 18. He was not refreshed notwithstanding that he slept long. 19. He took medicine in order that he might get well. 20. For shame! do not do that. 21. How to do it puzzled us all. 22. Having completed the work, the workmen came for their money. 23. The House of Commons voted the money for the railway. 24. He studied his lessons after school so that he could have the evening free.

SECTION 2—The Clause

21. **The Clause is a group of words, containing subject and predicate, and forming part of a sentence.** There are two main classes; PRINCIPAL and SUBORDINATE.

The PRINCIPAL CLAUSE is one which has an independent part to play in a sentence; the SUBORDINATE

CLAUSE has the function of a single word in a sentence. In the sentence "We had fruit, but they had cake", there are two Principal Clauses "We had fruit", and "they had cake". In the sentence "The book which was on the table fell when the boy pushed it", there are three clauses. "The book fell" is the Principal clause; "which was on the table", and "when the boy pushed it" are Subordinate clauses. The first of these subordinate clauses has the function of an adjective modifying "book," and the second of an adverb modifying "fell."

SECTION 3—The Classes of Sentences

22. *Sentences may be classified as follows:*

1. SIMPLE — We went home.

Having heard the dreaded news, the parents hurried to the scene of the accident.

The Simple sentence contains only one statement.

2. COMPOUND — He ran forward and they all followed.

The Compound sentence contains two or more principal clauses.

3. COMPLEX

1. The men who were there bore testimony.
2. That the story was true has been proved.
3. He came as soon as his work was finished.

The Complex sentence contains both principal and subordinate clauses.

In sentence 1 "The men bore testimony" is the principal clause, and "who were there" is the subordinate clause, an adjective modifying "men".

In sentence 2 the subordinate clause is "That the story was true", and it is the subject of the principal clause whose verb is "has been proved".

In sentence 3 the subordinate clause is "as soon as his work was finished"; it is an adverb clause modifying the verb "came" in the principal clause.

4. Compound-Complex — When we reached the crest of the hill we stopped the car and gazed on the wonderful scene below us.

The Compound-Complex sentence contains two or more principal clauses together with one or more subordinate clauses.

EXERCISE 25

Select the clauses, principal and subordinate, in the following, and in the case of the latter give kind and relation:

1. He blamed them for their rashness but relieved their wants. 2. No sooner was he gone when a telegram was brought in. 3. What can be gained in a place where every one is poor? 4. He has lied so often that no one will trust him, even when he speaks the truth. 5. How this came to pass was never discovered. 6. You are not a man to quarrel, so we had better come to terms. 7. I am ready to start whenever you may desire to do so. 8. Stone walls do not a prison make, nor iron bars a cage. 9. The bulls, as long as they stood together, were a match for the lion, but when they separated from

each other, they fell an easy prey. 10. Remain where you are until I return. 11. Shall we search for him ourselves, or shall we employ the police? 12. What is sauce for the goose is sauce for the gander. 13. Whatever faculty man has, is improved by use. 14. He had to go carefully lest he should stumble. 15. He paid his account in time; otherwise he would certainly have been imprisoned for debt. 16. He could not tell which way the wind was blowing. 17. After you have finished the work which was assigned, you may go. 18. Thank you, I obtained what I wanted. 19. My father made me go to school regularly; otherwise I should not be so successful in life as I am.

SECTION 4—The Subordinate Clause

23. We shall now make a more detailed study of the SUBORDINATE CLAUSES.

A—THE NOUN CLAUSE

24. *The noun clause may be used as follows:*

1. As SUBJECT	*That he meant to go* was quite evident.
	It was quite certain *that he had done his best.*
2. As OBJECT	I asked *when he was coming.*
	They came to see *what we were doing.*
3. As COMPLEMENT	His fear was *that he would never reach it.*

4. In Apposition — The thought *that the town would be destroyed* urged them on.

5. As Object of Preposition — He must get along with *what he has.*

EXERCISE 26

Select the noun clauses in the following, stating their use:

1. He little knew how far he had travelled. 2. That he was wrong soon became evident. 3. They saw that they must soon seek shelter. 4. Why he left the country was never known. 5. The fact that he had the watch was proved. 6. That is what I wanted. 7. I should be sorry to hear that he has failed. 8. Where we found the cave was a mile beyond the cliff. 9. The cry that all was lost was raised by the enemy. 10. His excuse was that he did not hear the bell. 11. He would like to know why he was discharged. 12. What is one man's port is another man's poison. 13. His motto was "Keep Faith". 14. For a moment one might mark what had been hidden by the dust. 15. To explain how I felt was not an easy task. 16. "Keep off the grass" was painted on the board. 17. "Why, that I cannot tell," said he. 18. Do you know that it was almost nice to be ill? 19. "Thus," said he, "will we build the ship." 20. The Lord Keeper saw he was a stranger. 21. That he would not come never entered my mind. 22. He latterly became what he really always was, a preacher. 23. His promise that he would return the money was strictly observed. 24. How far your nephew might approve of your interference in his affairs I cannot tell. 25. Once upon a time it was

held to be a coarse and shocking circumstance that some of the characters in these pages were chosen from the most criminal and degraded of London's population.

EXERCISE 27

Compose ten sentences of your own, illustrating different uses of the noun clause.

B—THE ADJECTIVE CLAUSE

25. **The adjective clause may modify a noun or a pronoun.** Examples are:

The men *who had worked very hard* walked slowly homeward.

Each thought of the home *which he loved.*

He did this to us *who had helped him most.*

I *who knew him best* was ready to recommend him.

The italicized clauses modify "men", "home", "us", and "I".

EXERCISE 28

Give the adjective clauses in the following, stating what they modify:

1. I remember the house where I was born.

2. We told them stories to which they listened with keen interest.

3. A group of boys who wandered about the streets came across their traces.

4. We met at the house of a friend, a well-known critic, Sir Sidney Colvin, who was immediately attracted to him by his brilliant conversation.

5. This is the man who directed us home.

6. Over the bridge were men some of whom were fishing.

7. We were up by six, the day we were to leave.

8. That was the time when he built the Red House.

9. The place where he fell was distinctly marked.

10. The wave that came upon me again buried me at once in its own body.

11. The irregular vigor with which criminal justice was administered, shocked observers whose lives had been passed in more tranquil districts.

12. There were the great fairs to which the merchants came down from London, and where the rural dealer laid in his annual stores of sugar, stationery, cutlery and muslin.

13. That celebrated club of which he was the most distinguished member contained few persons who could remember a time when his fame was not fully established.

14. Men who were adverse to the life of camps, and who were, at the same time, desirous to rise in the state, commonly became clergymen.

15. Men who had travelled much on the continent, who had marvelled at the stern precision with which every sentinel moved and spoke in the citadels built by Vauban, who had seen the mighty armies which poured along all the roads of Germany to chase the Ottoman from the gates of Vienna and who had been dazzled by the well-ordered pomp of the household troops of Louis, sneered much at the way in which the peasants of Devonshire and Yorkshire marched and wheeled, shouldered muskets, and posted pikes.

EXERCISE 29

Compose ten sentences of your own, illustrating different uses of the adjective clause.

C—THE ADVERB CLAUSE

26. **The adverb clause may modify a verb, an adjective or another adverb just as an ordinary adverb may.** Most of them, however, modify only verbs.

Adverb clauses may be classified as follows:

1. TIME	We sailed *when the tide came in.*
2. PLACE	The man stood *where he could be easily seen.*
3. MANNER	The armies crashed *as if two storm clouds came together.*
4. COMPARISON	John did better *than we expected.*
5. CAUSE	I shall go *because I promised him.*
6. CONSEQUENCE	He worked so hard *that he surpassed all.*
7. CONDITION	*Should he pay the money,* I shall write you.

EXERCISE 30

Give the adverb clauses in the following, stating what they modify:

1. He died as he had lived, a brave man. 2. He scarcely thinks as children think. 3. My sister is wiser than I am. 4. If you are waking, call me early. 5. If you say so, I shall be glad to come. 6. His path turns where stormy mountains swell. 7. The breeze is fair as breeze can be. 8. He walked as fast as he could. 9. I came about as if I were a well-handled ship. 10. We

were much cast down when we came to the last house. 11. Ask him whenever you please. 12. Whatever the consequence may be, I shall speak the truth. 13. We made Compiegne as the sun was going down. 14. As the two boats shot along the water, we could see Mary pointing them out. 15. John plays cricket as a boy does. 16. The farmer makes hay while the sun shines. 17. My house stands where two roads meet. 18. David went away that he might see the games. 19. He went to Toronto that he might meet his father. 20. We are so tired that we cannot work any longer. 21. I came because my horse would come. 22. I found the knife where I left it. 23. Although the man is a stranger, you should treat him kindly. 24. On Linden, when the sun was low, all bloodless lay the untrodden snow. 25. O King, have pity on me for I have lost my child.

EXERCISE 31

Compose ten sentences of your own, illustrating the different uses of the adverb clause.

SECTION 5—Another Classification of Sentences

27. Sentences are also classified according to form: ASSERTIVE, INTERROGATIVE, IMPERATIVE, and EXCLAMATORY.

The Assertive Sentence is one that is used to express a fact: "It is very cold." "The man who told me saw the accident."

The Interrogative Sentence is one that is used in asking a question. "Shall we go further?" "Can they who registered first enter?"

The Imperative Sentence is one that is used in giving a command. "Listen to the sweet song of the birds." "Come to me."

The Exclamatory Sentence is one in which the usual order is changed for the sake of emphasis or effect: "How beautiful are the feet of those who bear good tidings of great joy!" "What a splendid sight that was!"

EXERCISE 32

Classify the following sentences as assertive, interrogative, imperative, or exclamatory.

1. Swiftly came the car, rattling on its way. 2. Listen to the merry bells ring across the snow. 3. The city with its bright lights lay before us when we reached the top. 4. What a beautiful panorama the Selkirks appeared! 5. Why should we help those who will not help themselves? 6. I must do myself the justice to open the work with my own history. 7. Show me now the secrets that lie hid under those dark clouds, which cover the ocean on the other side of the rock of adamant. 8. Are these, O Mirzah, habitations worth contending for? 9. Think not man was made in vain who had such an eternity reserved for him. 10. I remember a touch of conscience of this kind at school.

EXERCISE 33

Compose four examples of each kind of sentence as above.

SECTION 6—Elliptical Sentences

28. **The Elliptical Sentence is a sentence in which one or several words are omitted.** Examples are:

1. I like you better than he.
2. I like you better than him.
3. More than likely he will be late.

When we are about to analyze such sentences, it is frequently necessary to complete them by supplying the missing words. Thus, sentence 1 becomes "I like you better than he (likes you)". Sentence 2 becomes "I like you better than (I like) him"; and sentence 3 becomes "(It is) more than likely (that) he will be late."

29. It may be remarked in passing that the parsing of some words becomes much easier when the missing words are restored. Thus:

He spoke as if he were angry.

"as if" may be taken together as a conjunction joining the clause "he was angry" to the verb "spoke". If we take them as separate words we must expand the sentence thus:

He spoke as (he would speak) if he were angry: and then "as" becomes a conjunction joining the clause "he would speak" to the verb "spoke", and "if" joining "he were angry" to "would speak".

EXERCISE 34

Supply omitted portions of the following sentences:

1. They have been told when to return.
2. It is warmer than usual.

3. She is as late as ever.
4. Out of here.
5. Good morning, Sir!
6. He is stronger than ever.
7. Does he know how to enter?
8. More paper, please!
9. His tone was more than kind and his manner gentle.
10. He is taller than I.
11. This does not cost so much as that.
12. Nonsense, great wealth is a blessing to a man who knows what to do with it.
13. He looks as stupid as an owl.
14. She is not lazy as her brother.
15. He looked as if he could kill me.
16. He told me that wisdom is better than wealth.

SECTION 7—Parenthetical Expressions

30. Frequently an independent clause is thrown into a sentence as a modifier of the whole expression; thus:

You will, I think, find this easy.

Such an expression as "I think" is called a *parenthetical clause.* All that is necessary in analysis is to state this fact. Do not take the rest of the sentence as subordinate. In the above sentence "You will find this easy", is not the object of "think". "I think" is a parenthetical clause used as a modifier to the rest of the expression. Other examples are:

They should, I imagine, be highly pleased.
I am, to tell the truth, quite tired of it all.
They were thunderstruck, so to speak, on hearing the news.
He will work hard, you may be sure, because he is anxious to win a scholarship.

SECTION 8—Clausal Analysis

31. There are many methods of analyzing a sentence into its constituent clauses. Several are given in the appendix. The following is thought to be a convenient way. As the simple sentence consists of one statement only (or one clause, as it were), it does not concern us at this point.

1. COMPOUND SENTENCES

32. 1. He called at my home but I did not see him.
2. Listen carefully and observe closely.
3. The office clock was past twelve and there was a general preparation for going to dinner.

1. Kind: Compound Assertive
   (1.) He called at my house
   (2.) (but) I did not see him.

2. Kind: Compound Imperative
   (1.) Listen carefully
   (2.) (and) observe closely.

3. Kind: Compound Assertive
   (1.) The office clock was past twelve
   (2.) (and) there was a general preparation for going to dinner.

2. COMPLEX SENTENCES

33. 1. You see what it is to be a gentleman.
2. Many who hoped to go missed their train.
3. I like to fancy that a grateful spirit gives when it should.
4. It had not before occurred to me that a pedlar was so great a man.

1. Kind: Complex Assertive
(1.) You see (clause 2)
(2.) what it is to be a gentleman (*noun*, object of "see" in 1.)

2. Kind: Complex Assertive
(1.) Many missed their train
(2.) who hoped to go (*adjective*, modifying "many" in 1).

3. Kind: Complex Assertive
(1.) I like to fancy (clause 2)
(2.) that a grateful spirit gives (*noun*, object of "to fancy" in 1)
(3.) when it should (*adverb*, modifying "gives" in 2).

4. Kind: Complex Assertive
(1.) It had not before occurred to me
(2.) that a pedlar was so great a man (*noun*, real subject of "had occurred" in 1).

3. COMPOUND-COMPLEX SENTENCES

34. 1. A huge rock broke loose and came tumbling down into a thicket which stood in its way.

2. I have observed that a reader seldom pursues a book with pleasure till he knows whether the writer of it be a black or a fair man and other particulars of the like nature that conduce very much to the right understanding of an author, and this makes him curious to read such accounts as give him some knowledge of the author whose works he is about to read.

1. Kind: Compound-Complex Assertive

(1.) A huge rock broke loose

(2.) and (it) came tumbling down into a thicket

(3.) which stood in its way (*adjective*, modifying "thicket" in 2).

2. Kind: Compound-Complex Assertive

(1.) I have observed (clause 2)

(2.) that a reader seldom pursues a book with pleasure (*noun*, object of "observed" in 1)

(3.) till he knows (clause 4), (*adverb*, modifying "pursues" in 2)

(4.) whether the writer of it be a black or a fair man and other particulars of like nature (*noun*, object of "knows" in 3)

(5.) that conduce very much to the right understanding of an author, (*adjective*, modifying "particulars" in 4)

(6.) and this makes him curious to read such accounts

(7.) as give him some knowledge of the author (*adjective*, modifying "accounts" in 6)

(8.) whose works he is about to read (*adjective*, modifying "author" in 7).

EXERCISE 35

Give the clausal analysis of the following sentences:

1. I always observed that the visitors to the abbey remained longest about him. 2. If he calls, say that I am out. 3. The fact that he is here is proof enough. 4. The man to whom he gave the money was willing to return it when he discovered that a fraud had been committed. 5. I saw him but he did not recognize me. 6. They destroyed the bridge by which they crossed but the enemy got over in boats. 7. I dropped my pen, and listened to the wind that sang of trees uptorn and vessels lost. 8. It is not necessary that we write because Tom will be here in a few days. 9. That you have wronged me doth appear in this. 10. Tell me what you bought at the fair. 11. Who can want the thought how monstrous it was for Malcolm and Donalbain to kill their gracious father? 12. Beware how you meddle with these matters. 13. He inferred from this that the opinion of the judge was that the prisoner was guilty. 14. She informed Mr. Middleburgh that she knew nothing of Robertson. 15. When he appealed to the electors, he made it clear that the suggested plan was impossible and he then proceeded to outline his own scheme.

EXERCISE 36

Give a clausal analysis of the following sentences:

1. They gave him three cheers while he served out the additional rations. 2. The loss of his clothes hardly mattered because he had seven coats on when he came. 3. Since he omitted to mention the fact, they were all left behind on the beach. 4. I do not know the name of the person whose piano-playing annoys us so much. 5. This is the book I have written. 6. She is the person to whom I have so often referred. 7. The tune is one in which I can find little pleasure. 8. It is played in a house where, unfortunately, they have open windows. 9. Do you know the time when he will arrive? 10. I shall certainly go when he calls. 11. I know the house where she lives. 12. They always go where they like best. 13. A dear uncle of mine after whom I was named remarked that he had made me his heir. 14. I have already told you my opinion that he will come. 15. My opinion is that he will never return. 16. That he was much in earnest was very evident. 17. We asked them who was there. 18. The principal wanted to know where I was going. 19. Have you heard about what he did? 20. What I told you three times is true. 21. He strongly advised that Butcher should be conveyed in a separate ship. 22. "Of course it is," said the Queen. 23. It seemed that the struggle was about to commence. 24. I asked him whether he was coming back. 25. He said to me, "Would you mind shutting the door?" 26. If I succeed, I shall have the satisfaction of thinking that I have succeeded against great obstacles and amid the most confident predictions of failure. 27. He told the crew the story, as I have told it to you, whilst

amazement struck them dumb. 28. Even though for one day he swallow his anger, yet doth he still keep his displeasure thereafter in his breast till he accomplish it. 29. The Trojans would have great joy of heart, were they to hear all this tale of strife between you twain. 30. It was very uncertain when he would have finished the work which had been assigned to him.

EXERCISE 37

Give a clausal analysis of the following sentences:

1. It is not in the opinion of England alone that honor lives and reputation has its being.

2. Milton knew that his poetical genius derived no advantage from the civilization which surrounded him or from the learning which he had acquired.

3. He doubted as he has himself owned whether he had not been born 'an age too late'.

4. Men measure their esteem for each other by what each is and not by what each has.

5. Perfect, more perfect than any other man, we may call Shakespeare in this; he discerns what condition he works under, what his materials are, what his own force is.

6. When we have said all our fine things about the arts, we must end with a frank confession that the arts, as we know them, are but initial. Our best praise is given to what they aimed and promised, not to the actual result.

7. It is related that a prosy, old gentleman, meeting Jerrold as he was passing at his usual quick pace along Regent Street, poised himself in an attitude and began, "Well, Jerrold, my dear boy, what is going on?" "I am," said the wit, instantly shooting off.

8. The consequence was that those very Royalists, who were most ready to fight for the King, were the last persons whom he could venture to ask for the means of hiring regular troops.

9. Lorna wept again because the old man could not tell her that she was doing what he wished.

10. This languor may perhaps be explained by the fact that the trade was, during almost the whole of this long period, subject to such regulations as the lord and his court thought fit to impose.

11. When winds, that move not its calm surface, sweep
The azure sea, I love the land no more.

12. As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, "who gave too much for their whistle."

13. Every coffee-house had one or more orators to whose eloquence the crowd listened with admiration, and who soon became what the journalists of our time have been called, a fourth estate of the realm.

14. Charles, however, had one advantage, which, if he had used it well, would have more than compensated for the want of stores and money, and which notwithstanding his mismanagement, gave him during some months a superiority in the war.

15. Columbus promised solemnly to his men that he would comply with their request, provided they would accompany him and obey his command for three days longer, and if during that time land was not discovered he would then abandon the enterprise and direct course towards Spain.

16. I was born to a small hereditary estate, which according to the tradition of the village where it lies,

was bounded by the same hedges and ditches in William the Conqueror's time that it has at present; and has been delivered down from father to son during the space of six hundred years.

17. To the parent who was the confidant of his most intimate thoughts Wolfe said, "All that I wish for myself is that I may at all times be ready and firm to meet that fate we cannot shun, and to die gracefully and properly when the hour comes."

18. As I passed through the hall, the dying embers of the yule log still sent forth a dusky glow; and had it not been the season when 'no spirit dares stir abroad', I should have been half-tempted to steal from my room at midnight and see whether the fairies might not be at their revels about the hearth.

19. It was upon a delicious summer morning, before the sun had assumed its scorching power, and while the dews yet cooled and perfumed the air, that a youth, coming from the north eastward, approached the ford of a small river, which was tributary to the Cher.

20. His opponent, seeing himself thus menaced, laid hand upon his sword, for he was one of those who on all occasions are more ready for action than for speech.

21. From the verge of the wood where young Durward halted with his companion in order that he might take a view of this royal residence, extended an open esplanade which was devoid of trees and bushes of every description.

22. The thought again returned to him that he ought to make the old gentleman understand the difference betwixt their conditions, and call on him to mark that, howsoever rich he might be, his wealth put him on no level with a Durward of Glen Houlakin.

23. His uncle looked long after him with a countenance in which wonder was blended with curiosity, and though neither envy nor the malignant feelings which it engenders entered into his honest meditation, there was yet a sense of diminished self-importance which mingled with the pleasure excited by his nephew's favorable commencement of service.

24. It was a high speech of Seneca that the good things which belong to prosperity are to be wished but the good things that belong to adversity are to be admired.

25. If a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning to seem to know what he doth not.

26. I know no reason why I may not be as zealous for the reputation of our age as we find the Ancients themselves in reference to those who lived before them.

27. That you may know how much you are indebted to those your masters, I must remind you that all the rules by which we practise the drama at this day were delivered to us from the observations which Aristotle made of those poets who either lived before him, or were his contemporaries.

EXERCISE 38

Give a detailed analysis of the following sentences according to the plan on page 19.

1. Where the treasure had been hidden was never revealed. 2. I know a land where the wild thyme grows. 3. The tide and wind were so favorable that the ship was enabled to come at once to the dock. 4. The man of whom I spoke has gone. 5. I do not know where I am to go. 6. If he went to school and to college, he

generally returned before he was twenty to the seclusion of the old hall. 7. The scout heard a rumor that the ridge was captured. 8. He repassed the ships which the torpedo had damaged. 9. Where he lives is not yet known. 10. We soon reached the place where the accident happened. 11. Go where duty calls you. 12. His attitude was quite different from what we expected.

OUTLINE SUMMARY

- Sentences
  - Kind and Use
    - Assertive—stating a fact
    - Interrogative—asking a question
    - Imperative—making a command
    - Exclamatory—expressing deep feeling
  - Form
    - Simple—one statement
    - Compound—two or more principal statements
    - Complex—one or more principal clauses and one or more subordinate clauses.
    - Compound-Complex—two or more principal clauses and one or more subordinate clauses.

- **Clauses**
  - Kind
    - Principal — main statement in all sentences
    - Subordinate
      - *a.* noun—subject, object, apposition, complement
      - *b.* adjective—modify nouns or pronouns
      - *c.* adverb—modify verb, adjective or adverb

- **Phrases**
  - Kind and Use
    - Adjective—modifying noun, or pronoun
    - Adverb—modifying verb, verb-phrase, adjective, etc.
    - Verb—predicate
    - Noun—subject, object, complement
    - Pronoun—subject, object, complement
    - Conjunction—joining words and groups of words
    - Preposition—showing relation
    - Interjection—expressing deep feeling
    - Participle—verb, modifier, etc.
    - Infinitive—subject, object, etc.

PART II—PARTS OF SPEECH

35. Words are classified as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, according to the way they are used in the sentence. If a certain word is used like a verb, we call it a *verb*, although it may usually be some other part of speech. Thus, in the sentence, "He fenced his farm", the word "fenced" is called a verb because it does the work of a verb; although the word "fence" is generally used as a noun. Words are classified, then, according to function.

We shall now study each Part of Speech separately.

CHAPTER 1

The Noun

36. **A Noun is the name of a person, place, or thing.** The words in italics in the following are nouns:

Tom had a *book* of his *uncle's*.
Ottawa was of much *interest* to the *visitors*.

It should be noted that the noun is the *name* but not the thing itself. The blackboard used at school is not a noun, but the name of such an article, "blackboard", is a noun.

SECTION 1—Classification of Nouns

37. There are two main classes of nouns, COMMON and PROPER.

1. **A Common Noun is the name applied to each member of a class of the same things.** Thus in the sentence:

I visited a *city*,

the word "city" is the name of an object with certain qualities which put it with other things of like qualities in the same class. In fact, some grammarians call it a CLASS NOUN. The COMMON NOUN is the name of the *type*, not the name of the individual members of that type. Thus, the name "city" distinguishes the community from all sorts of other things but does not distinguish one "city" from another. Other examples are:

book, hat, horse, star.

2. **A Proper Noun is the name applied to one of a class to distinguish it from others of the same class.** Thus, in the sentence;

I visited *Calgary*,

"Calgary" is the name given to a certain city to distinguish it from other cities. Other examples are:

Huron, Logan, Carlyle, Jordan.

38. Occasionally the PROPER noun becomes COMMON. Thus we speak of "The Napoleons of finance"; the leadership and genius of Napoleon is made the characteristic of a class and it thus becomes COMMON. Other examples are:

He is a *Nero*. He was the *Homer* of his age.

A proper noun may also lose its individual meaning in such expressions as:

He is a cheap jack. It is nothing but tommy.

39. It should also be noted that proper nouns and words derived from them begin with capital letters, as Canada, Canadian; Nova Scotia, Nova Scotian; France, French.

EXERCISE 39

Give proper nouns corresponding to each of the following common nouns:

city, book, pass, inlet, island, star, comet, railway, lake, author, poet, nurse, general, king, newspaper, editor, preacher, postmaster, chairman, province, river, harbor, mountain.

EXERCISE 40

Give common nouns corresponding to each of the following proper nouns:

Quebec, Halifax, Huron, St. Helena, Pacific, Gibraltar, Hudson, Caspian, Himalayan, Hong Kong, St. Lawrence, Victoria, Sahara, Orion, St. John, Shakespeare, Moses, Julius Caesar.

EXERCISE 41

Classify the nouns in the following sentences as common or proper and give in each case a noun belonging to the other class which it suggests:

1. Montreal is in Quebec. 2. The dog barked at **Betty**. 3. The girl gave the book to the postman.

4. The general was killed in the battle. 5. Our teacher arrived on Monday. 6. The poet wrote "In Flander's Field." 7. The boy went to Calgary to visit his uncle. 8. When Lloyd George reached Canada he spoke in several cities. 9. Louisburg was built on Cape Breton Island. 10. The Restigouche empties into the bay. 11. Mount Everest is in India. 12. The premier of Ontario visited the capital of Manitoba.

SPECIAL CLASSES

40. A. There is a special kind of common noun called COLLECTIVE. Examples are:

army, herd, congregation, crowd.

It is the name of a collection of several individual things thought of as one. Thus "army" is the name given to many men arranged in a certain fashion for a certain purpose; and the word "crowd" is the name given to many men differently arranged but with no definite purpose. When used in the plural such a noun denotes several collections of objects. Thus we may say "The jury retires when the evidence is complete", and "Several juries were called before the case ended". In the latter sentence there were several groups of men, each group being called a "jury". Both are collective nouns.

EXERCISE 42

Give collective nouns corresponding to the following:

people in a church, pupils in a school, a collection of books, men on the march, number of birds, number of sheep, elected members, large number of fish, large number of people, number of cattle.

41. B. The names of qualities, such as, hardness, purity, growth, virtue, priesthood, are sometimes called ABSTRACT NOUNS.

Many ABSTRACT NOUNS are formed from other words by the addition of certain syllables. From the adjective "hard" we have the noun "hardness"; from the verb "grow" we have the noun "growth"; and from the noun "priest" we have the noun "priesthood".

EXERCISE 43

Form abstract nouns from the following:

wise, man, king, hero, rogue, laugh, think, advise, conceal, seize, obey, young, wide, broad, true, humble, just, choose, hate, live.

EXERCISE 44

Classify the nouns in the following:

1. John met a drove of sheep and a herd of cattle as he was driving to town. 2. The boys called a meeting of the Athletic Club to decide as to ways and means of raising money for the new club-house. 3. You cannot at the moment answer that sort of reasoning. 4. My good friend, our counsel will be guided by the natural probabilities of the case. 5. In this place ran Cassius's dagger through. 6. The proper study of mankind is man. 7. My brother laid the book on John's desk. 8. Tom bought five yoke of oxen. 9. Burn'd Marmion's swarthy cheek like fire, And shook his very frame for ire. 10. A person, observing the occurrence of certain facts and phenomena, asks what kind of operation known to occur in Nature, applied to the particular case will explain the mystery.

EXERCISE 45

Rule three columns, mark them proper, common, collective; and arrange the following words. The same word may appear in more than one column.

apple, beauty, chair, lake, Huron, choir, country, depth, foolishness, iron, crowd, Luther, peace, quarrel, regiment, Monday, Vancouver, water, Milton, The Caesars, conqueror, mob, gold, goodness, nobility, filly, deer, King John.

SECTION 2—Inflection of Nouns

42. **Inflection is a change in the form of a word indicating differences in meaning or use.** When we change the noun "man" to "men", we do it to indicate a difference in *meaning*, because when we mean *one* we say "man", and when we mean *more than one* we say "men". When we change the verb "was" to "were" in the sentences "One man *was* there" and "Two men *were* there", we do it because the plural subject requires a plural verb.

43. Our language in its early history had many more inflections than it now has. There has been a steady loss of inflections and the language now is almost a non-inflected language. In place of the lost inflections we use sentence-position, prepositions, and other means to show differences. We shall note these as we proceed with our study.

44. It may be useful to note here that there are two methods by which words may be inflected, namely:

1. Addition at the end of the simple word. Examples:

John	John's
boy	boys
work	worked

2. Change of sound within the simple word. Examples:

man	men
sing	sang
he	him

45. It must always be borne in mind that because our language is a living language with a very long history, it is full of peculiarities, and that any rules we make are likely to have many exceptions. Students are urged to refer to a good dictionary when they are in doubt.

46. We shall now study the inflections of nouns under the headings: *Person*, *Number*, *Gender*, and *Case*.

A—PERSON

47. Person is a distinction in nouns and pronouns to denote the person who is speaking, First Person, the person who is spoken to, Second Person, or the person or thing about whom or which something is said, Third Person.

48. Nouns are generally in the Third Person because they are the names of persons or things about whom or which we are speaking. Thus:

The *boys* lost their *books* through *carelessness*.

The nouns "boys", "books" and "carelessness" are all in the Third Person. We must note, however, some exceptions to this general rule. Thus:

(*a*) I, Thomas Jones, do declare this statement to be the whole truth.

"Thomas Jones", in apposition with "I", is in the First Person.

(*b*) Mary, will you please go to the store for me?
"Mary" is Second Person, because the noun names the person to whom I am speaking.

(In parsing, unless the noun is in the First or Second Person, it is almost a waste of time to refer to the person at all).

B—NUMBER

49. In order to denote a difference in the number of persons or things represented by the noun, most of our nouns have two forms, called SINGULAR and PLURAL. The SINGULAR number is used when *one* thing is meant; the PLURAL number is used when *more than one* is meant.

50. The usual method of forming the plurals of English nouns is by the addition of *s* or *es* to the singular, as

boy	boys
box	boxes

Whether we use *s* or *es* depends upon the ease with which either form may be pronounced. In a few nouns, such as calico, mosquito, we can add either *s* or *es*.

The general rule is to add *s*, as

hat	hats
hand	hands
meadow	meadows

If the noun ends in *y* preceded by a consonant, the plural usually takes the form of *ies*, as

duties; armies; ladies; flies; bodies; cities.

If the final *y* is preceded by a vowel, the plural is formed by adding *s*; as

plays, days, boys, toys, keys, valleys, monkeys.

An exception is found in "colloquies" and kindred words.

If the noun ends in *o* preceded by a consonant, the plural is generally formed by adding *es*; as

cargoes; heroes; negroes; mottoes; potatoes; tomatoes; tornadoes; volcanoes; echoes.

But nouns ending in *o* preceded by a vowel, and some ending in *o* preceded by a consonant, form the plural by adding *s*; as

bamboos; curios; portfolios; cuckoos; cameos; cantos; Hindoos; solos; pianos; mementos; banjos.

If the noun ends in *f* or *fe* the plural is generally formed by changing the *f* or *fe* to *ves*; as

wives; knives; leaves; sheaves; lives; wolves; beeves; halves; thieves; calves.

There are a few, however, which simply add *s*; as

reefs; chiefs; proofs; roofs; gulfs; cliffs; turfs; safes; fifes; strifes.

We may say wharfs or wharves; staffs or staves; dwarfs or dwarves.

51. A few nouns still form their plurals according to early modes:

A. By vowel change; as

feet; geese; men; mice; teeth; dormice; women; (note, Mongoose-mongooses).

B. By adding *en*; as

brother	brethren (or brothers)
child	children
cow	kine (or cows)

52. We use *'s* to form the plural of letters, figures and words; as

t's; 2's; and's.

53. Compound nouns generally form their plural by pluralizing the main part of the words; as

father-in-law	fathers-in-law
hanger-on	hangers-on
court-martial	courts-martial
step-son	step-sons
passer-by	passers-by
maid-servant	maid-servants
washer-man	washer-men
coat-of-mail	coats-of-mail
commander-in-chief	commanders-in-chief

We say, however, castaways, handfuls.

In these four nouns we add to both parts:

man-servant	men-servants
woman-servant	women-servants
lord-justice	lords-justices
knight-templar	knights-templars

54. Such words as Brahman, German, Norman, Ottoman, talisman, Turcoman, add only *s*; but we write Englishmen; Dutchmen; Frenchmen

55. Proper names may be pluralized thus:

Miss Brown	the Misses Brown or the Miss Browns.
Colonel Smith	the Colonel Smiths or the Colonels Smith.

56. Many words coming from foreign languages take their foreign form, as

alumnus	alumni
analysis	analyses
basis	bases
beau	beaux
stratum	strata
crisis	crises
datum	data
genius	genii
genus	genera

Many of these, however, are forming a second plural by adding *s* or *es*; as

bandit	banditti	bandits
genius	genii	geniuses

(Other examples may be found in the appendix).

57. Here are other irregularities:

(*a*) Plural form with singular meaning, as,
amends; news; gallows.
Use a singular verb, as, The news *is* true.

(*b*) Singular form with plural meaning, as,
poultry, cattle, people.
Use a plural verb, as, The people *are* there.

(*c*) Same form for singular and plural, as,
one deer, two deer; one sheep, two sheep.

(*d*) Plural form only; as,
ashes; mumps; thanks; trousers; wages.

(*e*) Two forms in the plural, each with its own meaning:

brother { brothers (of the same family)
brethren (of the same society)

cloth { cloths (kinds or pieces of cloth)
clothes (garments).

cow { cows (individual animals).
kine (cattle [in poetry]).

die { dies (stamps for coining).
dice (cubes for playing).

genius { geniuses (men of talent).
genii (fabulous spirits of the air)

index { indexes (tables of contents).
indices (signs used in Algebra).

(Other examples appear in the appendix).

(*f*) *Some nouns change their meaning completely in the plural.*

advice (counsel)	advices (information)
air (atmosphere)	airs (carriage or demeanor)
beef (flesh)	beeves (cattle)
copper (a metal)	coppers (coins)
force (strength)	forces (troops)
iron (a metal)	irons (fetters)
salt (used for seasoning)	salts (smelling salts)
water (the element)	waters (springs)

(*g*) Some nouns have *one* meaning in the singular and *two* in the plural:

custom (habit) — customs { 1. habits; 2. duties on goods

effect (result) — effects { 1. results; 2. goods and chattels

letter (of the alphabet) (an epistle) — letters { 1. of the alphabet; 2. epistles; 3. learning

pain (suffering) — pains { 1. suffering; 2. cares }

(*h*) A few nouns have *two* meanings in the singular and *only one* in the plural:

foot { 1. part of body; 2. soldiers, infantry } — feet (parts of body)

horse { 1. quadruped; 2. cavalry } — horses (quadrupeds)

people { 1. a nation; 2. persons } — peoples (nations)

powder { 1. medicine; 2. gunpowder } — powders (medicines)

wood { 1. forest; 2. timber } — woods (forests)

EXERCISE 46

A. 1. Write the plurals of:

elf, chromo, piano, spoonful, wharf, solo, loaf, sheaf, axis, beau, dooryard, beef, dynamo, thesis, datum, wagonload, attorney-at-law, man-servant, John, Miss Jones, cherub, mosquito, disc, cannon, Hindoo, Englishman, Norman, German, Poet-laureate.

EXERCISE 47

Write the plural of:

portfolio	chimney	thief	knight-errant
money	halo	soprano	analysis
canto	baby	oasis	governor-general
bamboo	ruby	alumna	hypothesis

EXERCISE 48

Use in sentences the singular and the plural forms of the following words:

salmon	sheep	stratum	formula
data	flock	tableaux	mother-in-law
trout	cherub	volcano	parenthesis
radii	Mr. Johnson	man-o'-war	phenomenon

C—GENDER

58. *Sex* is a distinction between things, not between names; and *gender* is the distinction between *names*, not between *things*. We should, therefore, say *male sex* and *masculine gender*. *Things* may be of male or female *sex*, but only *words* can be of masculine, feminine, common, or neuter *gender*.

59. Nouns which are the names of male persons or animals are said to be of MASCULINE GENDER, as:

father; brother; nephew; hero; prince; stag.

60. The names of female persons or animals are of FEMININE GENDER, as:

mother; sister; niece; heroine; princess; hind.

61. Some names of persons or animals do not show any distinction of sex, and are, therefore, said to be of COMMON GENDER, as:

parent; child; cousin; servant; bird; baby; monarch; sheep; cat; fox.

62. Nouns which are the names of objects other than persons or animals are said to be of NEUTER GENDER, as:

house; book; cane; desk; tree.

63. Gender in nouns may be indicated in three ways:

(*a*) The most common way is by adding a suffix, the usual one being *ess*. Other suffixes are *ine*, *na*, etc. Examples are:

baron	baroness	heir	heiress
Jew	Jewess	viscount	viscountess
hero	heroine	czar	czarina
don	donna	Sultan	Sultana
testator	testatrix	executor	executrix

(*b*) Another way is by using a noun or pronoun as prefix:

he-goat	she-goat
man-servant	maid-servant
man	woman

(*c*) A third way is by using different words, as:

bachelor	maid (or spinster)
boy	girl
king	queen
buck	doe
wizard	witch

64. There are also some peculiarities in English gender:

1. Some nouns are used in the feminine only, as:

blonde, brunette, dowdy, shrew.

2. We no longer use "vixen" as the feminine of "fox". The word "vixen" is now applied not to foxes but to cross-tempered women.

3. A few masculine nouns are formed from the feminine, as:

bridegroom	bride
widower	widow

Gender of Personified Things

65. Things without life, when they are personified, are commonly regarded as male or female. Any pronouns used in this connection are either masculine or feminine.

MASCULINE: winds, ocean, storm, thunder, sun, summer, autumn, winter, love, fear, anger, murder, war, time, day, sleep, death, the grave.

FEMININE: moon, the church, nature, the Earth, countries, universities, ships, cities, Spring (the season), hope, justice, mercy, faith, pride, the Arts, Sciences, fame, liberty, religion, fortune, night, morning.

EXERCISE 49

(*a*) *Give examples of nouns whose gender is expressed by combined words, as man-servant.*

(*b*) *Give ten examples of nouns whose feminine form is expressed by change of suffixes, as heroine, priestess.*

(*c*) *Give the corresponding gender form of:*

goose, peacock, bride, mistress, ewe, shepherd, monk, buck, emperor, duke, earl, baron, czar, tiger, hart, stag, drake, marquis, landlord, abbot, washerman.

D—CASE

66. Case is the form of a noun or pronoun to show its relation to other words in the sentence.

67. There are three cases in nouns: Nominative, Possessive and Objective. Of these the Possessive is the only inflected case, the apostrophe (') or apostrophe s ('s) being used to mark this case.

1. The Nominative Case

68. The Nominative Case has several uses:

1. Subject of a Sentence — The *boy* is sick.

2. Apposition with Subject — Chas. G. D. Roberts, *poet* and *writer* of stories, has addressed many audiences.

3. Complement — The boy became a *sailor.*

4. Nominative of Address — *Harry*, why were you so late?

5. Nominative Absolute — The *rain* having fallen in torrents, we were unable to proceed.

EXERCISE 50

Select the nouns in the nominative case and state the relation of each:

1. They come, the messengers of ill. 2. An explosion of gas having occurred, the miners escaped with difficulty. 3. Those women are famous teachers. 4. Build thee more stately mansions, O my soul! 5. The geniality and the delight of the Elizabethan age were exchanged for seriousness and self-restraint. 6. Where are the books that your mother gave you? 7. He was the dearest friend to me, the kindest man. 8. Hear me yet, good Shylock. 9. What kind of story was that? 10. How far that little candle throws his beams! 11. When will the boys be likely to return? 12. The wind having shifted, the weather became much colder. 13. The child was called John. 14. There you shall find that Portia was the doctor; Nerissa there her clerk.

15. A substitute shines brightly as a King,
Until a King be by, and then his state
Empties itself, as doth an inland brook
Into the main of waters.

EXERCISE 51

Write ten sentences to illustrate the different uses of the nominative case.

2. The Possessive Case

69. The Possessive Case, as we stated in a previous section, is the only inflected case in English nouns.

70. The possessive case, singular, is generally formed by adding —'*s* to the noun. Thus:

boy's; girl's; man's; child's.

Some plural nouns also add —'*s* to form the possessive case. Thus:

children's; women's.

When, however, the sound of a word with '*s* added is not pleasing to the ear, the *apostrophe* only is added. Thus:

girls'; boys'; horses'.

Some nouns in the singular number which end in *s* or the sound of *s* also add the *apostrophe* only. Thus:

for goodness' sake; for conscience' sake.

When the possessive relation of nouns is intended, the *apostrophe* or *apostrophe* and *s* must always be added.

It is a matter of taste as to which of these forms shall be used. It is probably better to use:

Keats's poems; Dickens's novels; than
Keats' poems; Dickens' novels.

71. In forming the possessives of compounds we add the inflection to the last word. Thus:

My father-in-law's house.
Their fathers-in-law's houses.

When we refer to common ownership, we form the possessive in the same way. Thus:

Fred and Harry's dogs.

(It should be noted in parsing *Fred* that the word is in the possessive case).

If each owned a dog separately, we should have to say Fred's and Harry's dogs.

72. It should be noted that we do not generally use the apostrophe *s* with the neuter nouns. Thus we should say "The pages of the book", rather than "The book's pages"; and "The windows of the room" rather than "The room's windows". There are exceptions, of course, to this rule; the following being some of them:

A stone's throw; A hand's breadth;
At duty's call; To his heart's content.

EXERCISE 52

Write in sentences the possessive singular and plural of the following nouns:

man, princess, mouse, chief, thief, son-in-law, hero, man-servant, farmer, goose, cow, army, sheep, ox, baby, hanger-on, merchantman, valley, Burns.

EXERCISE 53

Write sentences changing the phrasal to the possessive form:

1. The poems of Scott and Burns.
2. The novels of Roberts and Ralph Connor.
3. The roads made by the French and Belgians.
4. The stories written by Stevenson and Barrie.
5. The wheat-fields of Mrs. Thomas.
6. The proclamation by the Governor-General.
7. The airships built by Wright and Curtis.

8. The boats owned by Thomas and Sons.
9. The laws of Moses.
10. The castle of the Duchess.

73. Occasionally a phrase made up of the preposition "of" and the objective case of the noun may be substituted for the regular possessive form. thus:

"The son of the King visited our troops."

may be used for

"The King's son visited our troops."

The meaning of the two sentences is identical.

The two following expressions, "My mother's picture" and "The picture of my mother", may or may not be quite identical in meaning. The second means, of course, a portrait or likeness of mother herself; but the first may in addition mean simply a picture owned by my mother which may or may not be her own likeness. Such expressions as "The Lord's day"; and "The day of the Lord" differ in meaning.

74. In such a sentence as, "That picture *of mother's* is just like her", the phrase "of mother's" could very well be called a DOUBLE POSSESSIVE. Similarly the following should be called DOUBLE POSSESSIVES:

That coat *of yours* is new.
This book *of mine* has been read ten times.
Have you seen the new house *of Harry's*.

75. NOTE. The Anglo-Saxon Possessive suffix was *es*. It is still seen in our word *Wednesday* (Wodenes-day).

In Anglo-Saxon the Possessive Case had a very wide range of meaning and included the ideas of separation

size, age, manner, and so forth, as well as possession. In many of our possessive forms today there is no idea of possession, as "a day's journey", "earth's axis", "a stone's throw", "my uncle's death", "mother's love". These differ from such a *true* possessive as "Mary's books". With a few such exceptions which still remain in our language the possessive inflection denotes a *true* possessive.

3. The Objective Case

76. The Objective Case of a noun or pronoun is the form of the word when it is used as the object of an action or as the object of a preposition.

While nouns show no change in the nominative and objective, the pronouns have a distinct form for each. Thus:

The *boy* lost a book	Nominative
He lost a book	Nominative
We saw the *boy*	Objective
We saw *him*	Objective

77. There are numerous KINDS OF OBJECTS:

1. DIRECT OBJECT — They visited the *city*.
2. INDIRECT OBJECT — We gave the *girl* a book.
3. OBJECT IN APPOSITION — We saw Lord Willingdon, the *Governor-General* of Canada.
4. OBJECT OF A PREPOSITION — They went to *Nova Scotia* for the *summer*.

5. OBJECTIVE COMPLEMENT — We elected him *captain.*

6. OBJECT OF AN INFINITIVE — It was his desire to do his *duty.*

7. OBJECT OF A PARTICIPLE — Having lost her *way*, she wandered about for weeks.

8. OBJECT OF A GERUND — Catching *salmon* is great sport.

9. COGNATE OBJECT — I have fought a good *fight.*
(A *Cognate Object* is one in which the noun has a meaning akin to the verb).

10. ADVERBIAL OBJECT — He talked an *hour.*
The athlete jumped twenty-two *feet.*
It cost ten *dollars.*

(An Adverbial Object expresses duration of time, extent of space, cost, etc.).

11. RETAINED OBJECT — He was given a book.

Verbs that take two objects after them in the Active Voice may still retain *one* in the Passive.

The object retained may be either:

(*a*) The Direct Object of the active verb: as "John paid him the money". In this sentence "him" is the Indirect Object, and "money" is the Direct. Changed to the Passive, it may become "The money was paid him by John". Here "him" is called the RETAINED OBJECT.

(*b*) The Indirect Object of the Active verb; as "John paid him the money". Changed to the Passive, it

becomes "He was paid the money by John". Here "money" is called the RETAINED OBJECT.

NOTE. In such a sentence as "I struck him a blow", there are two direct objects; but the noun "blow" is really a cognate object.

EXERCISE 54

Select the objects in the following sentences and state the relation of each:

1. They came to see their friends for a day and remained a week. 2. We saw the men cutting the golden grain. 3. Fishing mackerel kept the men busy for days. 4. We visited Stratford-on-Avon, the home of Shakespeare. 5. They offered their friends their house for the holidays. 6. They named him John. 7. They toiled all night and caught nothing. 8. The girl was appointed vice-president. 9. Your old men shall dream dreams; your young men shall see visions. 10. They elected his brother member of parliament. 11. His brother was elected member of parliament. 12. Fight the good fight of faith.

EXERCISE 55

Change the verbs in the following sentences to the passive form and indicate the retained objects.

1. We allowed him two dollars.
2. They elected Mary leader.
3. He taught his boys grammar.
4. The tailor made the man a coat.
5. The master offered the scholars assistance.
6. I have done the state some service.
7. He gives his mother much anxiety.
8. The judge gave the prisoner his liberty.

SECTION III—Parsing

78. PARSING means telling the facts about the form and class of a word and its relation to other words in the sentence. In brief, it is a grammatical description of a word. When we parse a word, therefore, we should state the following facts:

1. What part of speech it is,
2. Its classification,
3. Its inflections,
4. Its relationship to other words in the sentence (Syntax).

Let us parse a few examples:

1. *James* found his *sister's gloves* in the *hall.*
2. The *King's sons* having vacated the *throne, Macbeth* was crowned *King.*

James—noun, proper, third, singular, masculine, nominative, subject of "found".

sister's—noun, common, third, singular, feminine, possessive, possessing "gloves".

gloves—noun, common, third, plural, neuter, objective, object of "found".

hall—noun, common, third, singular, neuter, objective, object of "in".

King's—noun, proper, third, singular, masculine, possessive, possessing "sons".

sons—noun, common, third, plural, masculine, nominative, nominative absolute.

throne—noun, common, third, singular, neuter, objective, object of "having vacated".

Macbeth—noun, proper, third, singular, masculine, nominative, subject of "was crowned".

King—noun, common, third, singular, masculine, objective, retained object of "was crowned".

EXERCISE 56

Parse the nouns in the following sentences:

1. James, do you know the man to whom the letter is to be given? 2. Mary's work being finished, she walked to town to see the stores gay with Christmas decorations. 3. Mr. Smith, the baker, gave the blind man money and food. 4. Fred, being a fine speaker, made a stirring appeal to the audience. 5. The men waited at Smith and Jones' store for an hour. 6. Frank's skates are on the back porch. 7. Thomas, the champion skater, gave an exhibition of fancy skating. 8. Gentleness and strength should go hand in hand. 9. Tom, will you wait for Jack's mother? 10. Neither Harry's nor Robert's father knew of the accident. 11. This belongs to John the baker's uncle. 12. They gave the poor old beggar, the skeleton of a man, a good dinner and some clothes. 13. The lot cost two hundred dollars. 14. The prize for efficiency was given Elda at the close of the term. 15. He laughed a laugh of merry scorn.

16. That orbed maiden with white fire laden,
Whom mortals call the moon,
Glides glimmering o'er my fleece-like floor
By the midnight breezes strewn.

EXERCISE 57

Write in each blank a singular or plural noun in the possessive case:

1. I shall give you.....book.

2. Which do you like the better.....or..... stories?

3. .....or.....book will do.

4. It was either.....or.....fault.

5. .....and.....stores were entered by thieves.

6. .....and..... wagon is newly painted.

7. We found..... .....shoes just where she had left them.

EXERCISE 58

Choose the correct form, and give the reason:

1. She put two cupfuls (cupsfull) of sugar in the cake.
2. He played two games of dice (dies) with the man.
3. Tidings was (were) brought to us of the accident.
4. Athletics are (is) very popular in this school.
5. Politics is (are) his principal subject of talk.

EXERCISE 59

Write sentences containing nouns used as follows:

1. Five as the subjects of sentences.
2. Five in apposition with subjects.
3. Two in apposition with objects.
4. Two in the nominative absolute.
5. Five in the nominative of address.
6. Five, indirect object.
7. Five, cognate object.
8. Five, retained object.
9. Five, object of a preposition.
10. Two, object of an infinitive.
11. Two, object of a gerund.
12. Two, subjective complement.
13. Two, objective complement.

EXERCISE 60

Name the cases of the nouns in the following, stating relation:

1. Friends, Romans, countrymen, lend me your ears;
   I come to bury Caesar, not to praise him.
2. Brutus is an honorable man.
3. He hath brought many captives home to Rome
   Whose ransoms did the general coffers fill.
4. O judgment! thou are fled to brutish beasts,
   And men have lost their reason.
5. My heart is in the coffin there with Caesar.
6. People and senators, be not affrighted,
   Ambition's debt is paid.
7. I grant I am a woman; but withal
   A woman well-reputed, Cato's daughter.
8. For always I am Caesar.
9. But Linden saw another sight
   When the drum beat at dead of night,
   Commanding fires of death to light
   The darkness of her scenery.
10. When I have borne in memory what has tamed
    Great Nations; how ennobling thoughts depart
    When men change swords for ledgers, and desert
    The student's bower for gold—some fears unnamed
    I had, my Country.
11. When the winter's frosts are yielding,
    To the sun's returning sway,
    And merry groups are speeding
    To sugar-woods away;
    The sweet and welling juices,
    Which form their welcome spoil
    Tell of the teeming plenty
    Which here waits honest toil.

OUTLINE SUMMARY

- **Nouns**
  - **Kind**
    1. Proper
    2. Common—Collective
  - **Inflections**
    1. Gender *a.* masculine; *b.* feminine; *c.* common; *d.* neuter
    2. Number *a.* singular; *b.* plural
    3. Case *a.* nominative; *b.* objective; *c.* possessive
  - **Uses**
    1. In nominative case *a.* subject of verb; *b.* complement; *c.* in apposition; *d.* nominative of address; *e.* nominative absolute
    2. In objective case *a.* object of verb; *b.* object of preposition; *c.* in apposition, etc.
    3. In possessive case: showing possession

CHAPTER II

The Pronoun

79. **A Pronoun is a word which is used instead of a noun.** Instead of saying "John cut John with John's knife", we say "John cut *himself* with *his* knife". The words in italics are *pronouns*; so are those in the following:

I *myself* saw *them* walking towards *our* home.
They who noticed *her* called *my* father.

SECTION 1—Classification of Pronouns

80. *Pronouns may be classified as follows:*

1.	PERSONAL	I, you, he, she, it, they.
2.	COMPOUND PERSONAL	myself, yourself, himself, herself, itself, themselves, my own.
3.	RELATIVE	who, which, what, that, but, as.
4.	COMPOUND RELATIVE	whoever, whoso, whosoever, whatsoever.
5.	INTERROGATIVE	who? which? what?
6.	DEMONSTRATIVE	this, that, these, those.
7.	INDEFINITE	one, none, some, few, many, anyone, one another, all.

EXERCISE 61

Select the pronouns in the following sentences and tell to which class each belongs:

1. To whom were you talking yesterday? 2. I myself told them that they should not do that. 3. He sang when there was none to hear. 4. Many came to see him try it. 5. The man that betrays his country is a traitor. 6. This is my own, my native land. 7. I returned what he gave me. 8. These are my letters but those are yours. 9. This leads to misery; that to happiness. 10. What you have, keep. 11. Let every soldier hew him down a bough. 12. He himself said so. 13. If you should see him yourself, tell him that I am expecting them along any day now.

14. How happy is he born and taught,
That serveth not another's will,
Whose armour is his honest thought,
And simple truth his utmost skill.

SECTION 2—Inflection of Pronouns

A—The Personal Pronoun

81. There are three personal pronouns, First, Second, and Third.

1. The First Personal Pronoun

82. **The First Personal Pronoun refers to the person speaking.** It is inflected as follows:

	Singular	Plural
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us

EXERCISE 62

Use the correct case forms of the first personal pronouns in the blank spaces. Give the reason in each case.

1. It is.....
2. Between you and.....he is a failure.
3. They thought it was.....who did it.
4. He came to see.....
5. To men like.....the question is easy to solve.
6. The proposition looks good to.....
7. He imagined it to be.....who played the trick on him.
8. This dog is.....
9. He ran after.....when.....turned away.
10. .....book is lost.

2. Second Personal Pronoun

83. **The Second Personal Pronoun refers to the person or thing addressed.** It is inflected thus:

	Singular	Plural
Nominative	thou (you)	you (or ye)
Possessive	thy, thine (your, yours)	your, yours
Objective	thee (you)	you

84. In ordinary writing and speaking we use the form *you* or its inflected forms for both singular and plural numbers. Even when speaking to only one person, we should say, for example,

"You were early this morning". (It is never correct to say "you was" or "was you?").

85. In poetry, in sacred writings, and in prayers, we find the form *thou* and its inflected forms, thus:

(*a*) Thy voice is heard thro' rolling drums
That beat to battle where he stands,

(*b*) Thou hast answered right; this do and thou shalt live.

(*c*) Thy will be done.

3. Third Personal Pronoun

86. **The Third Personal Pronoun refers to the person or thing of whom or of which we are speaking or writing.** In the singular there are three separate forms, masculine, feminine, and neuter, but in the plural the same form is used for the three genders. The inflections are as follows:

	Singular			Plural
	Masculine	Feminine	Neuter	
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Objective	him	her	it	them

EXERCISE 63

Insert in the blank spaces the correct form of the third personal pronoun, masculine and feminine.

1. It was not.....whom we saw.
2. The risk on.....part was very little.

3. .....being little, was left behind.

4. Have you heard of.....having found the treasure?

5. This pen is not.....

6. There is no love lost between you and.....

7. That work of.....is well done.

8. .....being absent, a substitute took..... place.

EXERCISE 64

Insert the correct case forms of the third personal pronoun, masculine and feminine.

1. They said it was.....who wrote so well.

2. There is no likelihood of.....losing..... way.

3. We hoped it would be.....who would meet us.

4. .....having left the city, ...friends missed.....greatly.

5. Shall we call for you and.....today?

6. We knew it to be.....

87. It must be noted that the possessive of the personal pronouns is spelled without the apostrophe.

> The books are *ours*. That house is *theirs*.
> This hat is *hers*.

In this respect they differ from nouns, the possessives of which should always have the apostrophe.

> Is that the *man's* horse? The *girls'* hats are there.
> The *children's* toys are broken.

88. It should be further noted that most of these pronouns have two forms for the possessive case:

My, mine; our, ours; thy, thine; your, yours; her, hers; their, theirs.

The first form in each pair is used directly before nouns, as:

My book; *our* coats; *your* pony; *her* mother; *their* friends.

The second form in each pair is used when no noun directly follows, as:

The pencil is *mine*. That house and *yours* are similar. Is this dog *theirs?*

Occasionally we find *mine* and *thine* before nouns. Thus:

Mine host of the Tabard Inn;
Drink to me only with *thine* eyes.

89. After the preposition *of* we find a peculiar use of these possessives:

That coat of *yours* looks new.
This book of *mine* is very interesting.

These are examples of *Double Possessives* (See Section 74).

90. There is also another use of the personal pronouns, found in the writings of Shakespeare and others:

He pluck'd *me* ope his doublet;
Knock *me* at this door.

This old form is called the *Ethic Dative.*

EXERCISE 65

Use in sentences all forms of the First, Second, and Third Personal Pronouns.

B—Compound Personal Pronouns

91. Compound Personal Pronouns are formed from the personal pronouns by adding *self* or *selves* to the possessive or objective forms: myself, ourselves, yourself, yourselves, thyself, himself, herself, themselves. My own, his own, their own, her own, your own, thine own, its own are also called Compound Personal Pronouns.

92. These pronouns have two uses:

1. Reflexive — I hurt *myself.*
He cut *himself.*
To *thine own self* be true.

2. Emphatic — I did it *myself.*
They *themselves* are guilty of their own fall.
She has *her very own.*

93. Compound personal pronouns are used only in the nominative and objective cases. When in the nominative case, they must always be coupled with a noun or another pronoun for they do not, as a rule, form a subject alone, but are used in apposition with the subject:

The man *himself* told us the story.
We did it *ourselves.*

C—Relative Pronouns

94. Relative Pronouns have a two-fold function; they join clauses and they refer to some noun or pronoun called the Antecedent.

1. The man *who* built that house has left the city.
2. The story *that* he told was very interesting.
3. The horse *which* won the race is very swift.

In sentence 1 "who" relates to "man" (antecedent), and joins the clause "who built the house" to the principal clause "the man has left the city."

In sentence 2 "that" relates to "story" (antecedent), and joins the clause "that he told" to the principal clause "the story was very interesting."

In sentence 3 "which" relates to "horse" (antecedent), and joins the clause "which won the race" to the principal clause "the horse is very swift."

95. The relative pronouns are: who, which, that, what, but, as.

96. Relative pronoun *who* is inflected as follows:

	Singular and Plural
Nominative	who
Possessive	whose
Objective	whom

97. Care must be taken to distinguish the uses of *who, which, that.*

(*a*) *Who* should be used, in its various forms, in reference to persons only.

The man *who* met us was very courteous.
The girl *whom* we see in the garden is very friendly.
The boy *whose* books were lost has found them.

(*b*) *Which* should be used in reference to lower animals and to objects without life.

The pen with *which* you are writing is mine.
The horse *which* won first prize at the fair belongs to my uncle.

(*c*) *That* may be used, with a few exceptions, in reference to persons and things.

This is the house *that* Jack built.
This is the cat *that* ate the rat.
The men *that* we see across the street are working hard.

We may not use *that* in such a sentence as:

My father *that* is in England will return next month.

We cannot use the relative pronoun *that* after prepositions:

The boy about *that* we were speaking is a good student,

but we do find it in colloquial use:

The boy *that* we were speaking about is a good student.

98. *As* is the proper relative pronoun after *such*, *same*, *as much*, *as many*.

Tears such *as* angels weep burst forth.
These are not the same *as* you sold me yesterday.
As many boys *as* ran were given prizes.

After *same* we frequently use the relative pronoun *that* instead of *as:*

Is this the same book *that* I had last week?
This is the same boy *that* we saw before.

If a verb follows the relative pronoun, *that* may be used; if the verb is understood, it is customary to use *as*:

The nurse gave the same report *that* she had given earlier.
This house is the same *as* yours.

99. *But* is used as a relative pronoun in negative sentences. Thus:

There is no one *but* would have died for his chief.
("But" equals "who not").
There is no fireside, howsoe'er defended
But has one vacant chair.
("But" equals "which not").

100. *What* is used as a relative pronoun in such sentences as:

He did *what* he could.
They asked *what* we were doing.

101. The antecedent of the relative pronoun "what" is never expressed in the sentence but is contained in the word itself. Thus:

"He did what he could" may be changed to "He did that which he could."

102. The relative pronoun is occasionally omitted in sentences:

The boy you were talking about has entered.
The girl we saw yesterday has left the city.

EXERCISE 66

Select the relative pronouns in the following, giving their antecedents:

1. The house in which we lived some time ago has been sold. 2. There was no one present but saw him

do it. 3. The only thing that we needed was an axe. 4. The outlaw by whom the theft was committed has been caught. 5. The person who fails should examine himself. 6. The man in whose car we came treated us with great kindness. 7. All is not gold that glitters. 8. I bought what we should require at the store. 9. I trust those who are worthy. 10. The knife which you gave me is lost. 11. Such as I have I shall give you. 12. There was not a box but had been broken open. 13. He will bring whichever we want. 14. The man to whom you were speaking noted your strange actions.

EXERCISE 67

Write sentences using who, whose, whom, that, which, what, as, but, as relative pronouns.

D—Compound Relative Pronouns

103. **Compound Relative Pronouns are formed by adding so, ever, and soever to the relative pronouns.**

Whoso (he who) sheddeth man's blood,
By man shall his blood be shed.
Whatsoever a man soweth, that shall he also reap.
Whatever (anything which) he said caused the others to laugh.

104. Care must be taken to use the proper case-form *whoever* and *whomever*.

1. He gave it to *whoever* came first.

"whoever" is subject of "came", and is therefore correctly used in the Nominative case.

2. He gave it to *whomever* he wished.

"whomever" is the object of the preposition "to", and is, therefore, correctly used in the objective case.

(N.B. Clauses introduced by the compound relatives are noun clauses either the subject or object of the verb in the main clause or object of a preposition).

EXERCISE 68

Insert the proper form (whoever, whomever) in the blanks in the following sentences:

1. He gave it to.....asked for it.
2. We told.....we could see.
3. We brought it for.....wanted it.
4. They handed it to.....they liked.
5. This is for.....you elect.
6. That book is to be given to.....likes reading.
7. .....did it should be pleased.

E—Interrogative Pronouns

105. **Interrogative Pronouns are those which are used in asking questions.**

Who are you?
Which is yours?
What are they doing?

106. The Interrogative Pronoun *who* is inflected as follows:

	Singular and Plural
Nominative	who?
Possessive	whose?
Objective	whom?

107. Care must be taken to distinguish between the interrogative pronouns, as used above, and the same words used as adjectives:

Which of the books is yours? (pronoun).
Which book is yours? (adjective).
What have you lost? (pronoun).
What man is he that liveth and shall not see death. (adjective).

F—Demonstrative Pronouns

108. **The Demonstrative Pronouns are used to point out some person or thing.** There are only two:

this (plural *these*).
that (plural *those*).

109. *This* and *these* indicate persons or things near at hand; *that* and *those* point out persons or things more remote.

This is Fred's. *That* is mine.
These are not mine. *Those* must belong to you.

110. We must be careful to distinguish between these words when used as demonstrative pronouns and as demonstrative adjectives:

This book is Mary's, but *that* is not hers.
Those stories are well written, but *these* are not.

This and *those* are obviously adjectives, while *that* and *these* are, just as obviously, pronouns.

G—Indefinite Pronouns

111. **An Indefinite Pronoun is one which does not refer to any particular person or thing.** The following are the most commonly used Indefinite Pronouns:

any, anyone, all, both, each, everyone, each other, either, few, much, many, none, neither, one, one another, others, several, some, somebody.

112. *Each, either, neither,* and *everyone,* always take a verb in the singular number.

Each of the girls was on time.
Either of these books is worth reading.
Neither of the boys has his books.
Everyone of them was expected to buy a ticket.

Either and *neither* must be used in reference to one of two persons or things, only.

113. *Each other* should be used in reference to two persons; *one another,* in reference to more than two.

The two girls loved *each other.*
They all played with *one another.*

114. Some of these words may be used as adjectives, as:

Some boys came early.
Many hands make light work.
Both girls were busy.
Few errors were made.

EXERCISE 69

Use the following words (1) as indefinite pronouns; (2) as adjectives:

Several, all, each, either, neither, any, much, few, many, both.

EXERCISE 70

Classify the pronouns in the following sentences:

1. None of us can go. 2. She advised her friend to speak about it. 3. We ourselves have often tried. 4. Who goes there? 5. Whoever you are, come forward. 6. That, I am certain, is true. 7. The evil that men do lives after them. 8. The boys spoke quietly to each other. 9. These books are yours; this is hers. 10. They did every bit of it themselves. 11. Every one of the races was started on time. 12. Which of the books do you prefer? 13. Whoso runs may read. 14. That is not the same as this.

SECTION 3—Parsing of Pronouns

115. In parsing a pronoun we state—

1. Classification—Personal
   Compound Personal
   Relative
   Compound Relative
   Interrogative
   Demonstrative
   Indefinite

2. Inflection—Person
   Number
   Gender
   Case

3. SYNTAX—Its relation to other words in the sentence.

1. *He* came yesterday.
2. *Each* of the girls was working hard.
3. He did it *himself*.
4. It is *you whom* he meant.

He—pronoun, personal, third, singular, masculine, nominative, subject of "came".

Each—pronoun, indefinite, third, singular, feminine, nominative, subject of "was working".

himself—pronoun, compound personal, used emphatically, third, singular, masculine, nominative in apposition with "he"

you—pronoun, personal, second, singular, common, nominative, complement of "is".

whom—pronoun, relative, second, singular, common, objective of "meant", relating to its antecedent "you".

EXERCISE 71

Parse the pronouns in Exercise No. 70.

EXERCISE 72

Parse the pronouns in the following sentences:

1. It was his mother who worried most. 2. He spent his time at his aunt's. 3. This will do as well as anything. 4. That song is one of the many that she learned from him. 5. Each said that the other was

wrong. 6. I want each of you to bring me in his or her report. 7. Was it you or she who won the first prize? 8. It is they who do their best work. 9. The man whom you met is my brother. 10. I know what you are thinking about. 11. What is the matter with them that they cannot behave themselves? 12. He who gives himself with his alms feeds three, Himself, his hungering neighbor, and me. 13. There was a bride who knew herself so vile That evermore she longed to hide herself. 14. They were standing under a tree, each with an arm around the other's neck, and Alice knew which was which in a moment because one of them had "Dum" embroidered on his collar, and the other "Dee."

EXERCISE 73

Use **who** *or* **whom** *in the following sentences:*

1. .....are you going to invite?
2. .....do you think called?
3. .....do you think I gave my subscription to?
4. I shall tell you.....I think should be leader.
5. .....do you think I am?
6. .....should be King save him..... makes us free?
7. .....but Maud should I meet?
8. I spoke to the man.....was there.
9. This is the person.....I met yesterday.

10. He.....desires success must work hard.
11. To.....do you refer?
12. I, ... he has injured, forgive him readily.
13. The boy..... took it had red hair.
14. This is the man..... I trusted.
15. People..... come late to concerts are public nuisances.
16. We trust to Fortune..... they say is blind.
17. Let it be.....it is.
18. .....should I swear by?

EXERCISE 74

Use **either, neither, anyone, no one,** *in the following:*

1. Only five boys did the work and..... of them had it perfect.
2. Has.....of the men an axe?
3. I have done six questions, but I do not know whether.....of them is right.
4. Mother invited Elizabeth and Margaret, but..... can come.
5. .....of the answers is correct.
6. Did you see..... whom you knew?
7. We allowed.....to enter the room.
8. ..... of the two boys did the work.
9. Have you seen.....of the two boys?
10. .....could tell how it happened.
11. Has..... of you seen my skates?
12. We have told..... about the secret.

EXERCISE 75

Use the following in sentences as pronouns and then classify them when you have used them:

one	everybody	which?	whosoever
each	who	which	themselves
this	who?	other	himself
many	what	that	ourselves
one another	those	them	whom

EXERCISE 76

Write sentences containing pronouns as follows:

1. Five relative pronouns, relating to persons. 2. Three relative pronouns, relating to animals or things. 3. Three relative pronouns, relating to both animals and persons. 4. Three demonstrative pronouns. 5. Five indefinite pronouns. 6. Two compound personal pronouns of emphasis.

EXERCISE 77

Fill in the blanks with correct form of **whoever** or **whomever.**

1. .....left the book please remove it.
2. Give this note to..... it belongs.
3. I shall give to.....wins the race a medal.
4. .....told you should not have done so.
5. The concert is free to.....will come.
6. .....wishes to come may.

OUTLINE SUMMARY

- Pronouns
  - Kinds
    1. Personal: I, my, me, you, she, they, etc.
    2. Compound Personal: myself, thyself, etc.
    3. Relative: who, which, what, etc.
    4. Interrogative: who, which, what, etc.
    5. Demonstrative: this, that, these, those
    6. Indefinite: each, either, all, both, many, none, same, neither, anyone, anybody, anything, another, one another, etc.
  - Inflections
    1. Person
    2. Gender
    3. Number
    4. Case
  - Uses
    1. To take the place of a noun
    2. To join a subordinate clause to its principal

SECTION 4—Syntax of Nouns and Pronouns

SYNTAX

116. **Syntax is the relation of words to one another in the sentence.** In a study of the sentence and the parts of speech we find that words are classified and often inflected according to their position and use in the sentence. So far as the practical side of grammar is concerned, syntax is an important matter because our knowledge of the use of words is highly desirable in the affairs of life. We all wish to express our thoughts and desires clearly and forcibly, and to do this in an effective fashion we should conform to the *established usages* of our language. These usages are to be found, of course, in the works of our best writers and speakers. Grammars and dictionaries simply sum up the rules and usages of these men and women. As grammarians, we are concerned with the correct and effective use of our language. Generally one's language is much more expressive if it is grammatically correct than if it violates the commonly accepted rules of syntax.

117. The Rules of Syntax relate to

1. the case of nouns and pronouns,
2. the agreement of certain kinds of words with others in the sentence, and
3. the correct use of certain kinds of words.

118. Rule No. I—The Subject of a Sentence or of a Clause is in the Nominative Case.

Students should be careful in the use of pronouns particularly if the subject is compound or the sentence

is long. In "He said that you and me may go", Rule No. I is violated because the subject of the verb "may go" should be in the nominative case. The sentence, therefore, should be "He said that you and I may go".

119. Rule No. II—The Complement of a Copula Verb is in the Nominative Case.

This rule is sometimes violated when a pronoun is the complement. One should not say: "It is me", or "It is us".

The pronoun should be in the Nominative, and we should say "It is I", "It is we", "It is they", etc. In "I am the man", "man" is in the nominative case.

120. Rule No. III—The Object of a Verb, or Verb-Form, or Preposition, is in the Objective Case.

Here, too, the pronoun should be carefully observed. In such sentences as, "He gave it to we boys"; "Who did you get it from?", Rule No. III is violated. The sentences should read "He gave it to us boys"; "Whom did you get it from?"

121. Rule No. IV—A Noun or Pronoun in Apposition with Another Noun or Pronoun is in the Same Case with it.

(*a*) William, the Conqueror, came from Normandy.

(*b*) They live in Ottawa, the capital.

(*c*) My boy Harry's hat is on the table.

In sentence (*a*) "The Conqueror" is in apposition with "William" and is, therefore, in the nominative case. In sentence (*b*) "the capital" is in apposition with "Ottawa" and is, therefore, in the objective case. In sentence (*c*)

"boy" is in the possessive case because it is the boy who possesses the hat, though the " 's" is attached only to the noun "Harry"; "Harry's", therefore, is in the possessive case in apposition with "boy".

122. Rule No. V—A Noun or Pronoun which by its Form is used to Denote Ownership is in the Possessive Case.

Care must be observed in the use of the " ' " and the " 's ". It should be noted that *ours*, *yours*, *hers*, *its*, and *theirs*, have no apostrophe. The pronouns *one*, *anyone*, *another*, *other*, *either*, *neither*, have a possessive form, as "One man's food is *another's* poison."

123. Rule No. VI—Nouns and Pronouns in the Absolute Construction are in the Nominative Case. In the sentences:

The children being called, they hurried into the house,
He being tired, we sat down,
The sea being calm, we left the port,

"children", "he", and "sea" are in the nominative case, nominative absolute.

124. Rule No. VII—A Pronoun agrees with its Antecedent in Person, Number and Gender. In the sentences:

Your father said *he* would go,
Mary, how soon will *you* be ready?

"he" is third, singular, masculine, agreeing with the antecedent "father"; and "you" is second singular feminine agreeing with the antecedent "Mary".

The relative pronoun requires some care, particularly if the sentence is long or inverted. Its case may or may not be the same as its antecedent. In the sentence "The man whom you invited has arrived", "whom" like its antecedent *man* is third person, singular, masculine, but it is *objective case* governed by "invited" and its antecedent is nominative case subject of "has arrived."

EXERCISE 78

Correct the following sentences, giving the reason in each case:

1. Who were you speaking to? 2. Now suppose that person was me. 3. This is a matter for you and I to decide. 4. They have one of Jones' and Smith's stoves. 5. Each one of us takes their exercise in the morning. 6. Who do you think I saw? 7. He said nothing in regard to you and I. 8. Is this Mary or Martha's book? 9. Both of these men think too much of his own interest. 10. Did you think Mary was me? 11. It is not us you ought to blame. 12. I want both John and Tom's books. 13. No person should leave their money in their room. 14. I wrote to several people, but not she. 15. Whom do you suppose wrote that letter? 16. I wish to find Mr. Smith and Mrs. Robinson's house. 17. If you want any one of these books, you had better take them now. 18. John and me were given tickets for the concert. 19. These are girl's hats and those boy's. 20. Him being called, the trial commenced. 21. They have childrens' clothing for sale. 22. Who did you take me to be? 23. I am not sure who I should ask for. 24. We understand it to be she. 25. Who do you think I am? 26. It is not far from Browns' office. 27. I never saw such an untidy girl as her. 28. Neither of the girls were

in their places at nine o'clock. 29. I do not like Miss Carter having spoken as she did. 30. I believe my cousin is as tall as me. 31. Who are you determined to send to the office? 32. You not having been more prompt caused all the trouble. 33. I heard of him saying that. 34. Whom would you like to be? 35. Let you and I go before the others.

CHAPTER III

The Adjective

125. **The Adjective is a word which modifies a noun or pronoun.** The words in italics are adjectives:

The two men are *ill.*

The tall trees with their *broad* branches hide *both* roads.

SECTION 1—Uses of Adjectives

126. The adjective has two uses, ATTRIBUTIVE and PREDICATIVE.

(*a*) When the adjective directly precedes or follows the noun which it modifies, it is said to be ATTRIBUTIVE. Examples are:

The *good, old* man walked very slowly.

The boy, *clever* and *industrious,* will succeed.

She is a *handsome, young* lady.

(*b*) When, however, the adjective is used as a complement, modifying the subject, it is said to be PREDICATIVE. Examples are:

The day is *hot.*
The girl was *beautiful.*
They became *weary* during the long tramp.

127. Some adjectives may not be used attributively:

(*a*) He was *afraid.* They were *alone.* We are *sorry.* Shakespeare, in Macbeth, does use "sorry" attributively but with a different meaning: A foolish thought to say a *sorry* sight.

(*b*) After a few verbs, we find what is sometimes called a factitive use of adjectives:

The news made us *glad.* We found him *safe.*

"Glad" and "safe" as used in these sentences are complements of the object and, therefore, may be called OBJECTIVE COMPLEMENTS.

EXERCISE 79

State whether the adjectives in the following sentences are attributive or predicative:

1. The sweet scents of the summer night rose all around him. 2. The events are mysterious. 3. Her dress, though humble in the extreme, was scrupulously clean. 4. The obscurity was impenetrable. 5. The streets, now grass-grown and silent, were once filled with busy throngs. 6. Many accidents are due to careless driving. 7. The squire told several long stories of early college pranks. 8. The girl appears sad. 9. Enraged and mortified, he soon returned to his country mansion.

10. Good Latin scholars are numerous. 11. The sky was white with silent light. 12. It should not be impossible for a good scholar to read more literature. 13. The appearance of Rip, with his long, grizzled beard, his rusty fowling piece, his uncouth dress, soon attracted the attention of the tavern politicians.

SECTION 2—Classification of Adjectives

128. Adjectives may be divided into three main classes:

Qualitative
Quantitative
Demonstrative

129. **Qualitative Adjectives are used with nouns and pronouns indicate some quality.**

He sold *good* tea. The horses are *strong*. I am *tired*.

Adjectives derived from proper nouns are classed as QUALITATIVE ADJECTIVES, although some grammarians call them PROPER ADJECTIVES.

French texts; *Canadian* railways, *English* customs.

Quantitative Adjectives are used to indicate quantity or number:

much rain, *little* effort, *few* persons, *many* books, *ten* children, *seventh* storey.

Adjectives which denote definite number are sometimes called NUMERAL adjectives:

six boats, *twenty-five* horses, *two hundred* men.

Demonstrative Adjectives draw attention to the person or thing about which we are thinking or speaking:

this book, *these* hats, *that* man, *those* girls, *yonder* hills, *yon* cloud.

Among the demonstrative adjectives are placed the following (called, also, *Distributive* adjectives), *each, every, either, neither, another:*

Each boy, *every* girl, *either* horse, *neither* book, *another* day.

NOTE: We may call "which" and "what" Interrogative adjectives in such sentences as:

Which boy do you mean?
What school do you attend?

EXERCISE 80

Classify the adjectives in the following sentences, and in Exercise No. 79.

1. The power which the country gentleman exercised in the rural districts was in some measure counterbalanced by the power of the yeomanry, a manly and true-hearted race.

2. The little chimney-sweeper, having lost his way in the intricacies of these lordly chimneys, by some unknown aperture had alighted upon this magnificent chamber, and tired with his tedious explorations, was unable to resist the delicious invitement to repose.

3. Besides the accustomed lights, two great wax candles, called Christmas candles, were placed on a highly polished buffet among the family plate.

EXERCISE 81

Use in sentences the following words as adjectives:

several, happy, inconsistent, useful, possible, considerate, helpless, distasteful, vigorous, sorry, glad, talkative, every, impatient, half, able, unusual, excessive.

SECTION 3—The Articles

130. The words *a*, *an*, are called the INDEFINITE ARTICLES.

an onion, *a* napkin, *a* university, *an* appetite.

The Indefinite Article is used:

1. To give a *general* rather than a *particular* reference.

An elephant is a large animal (meaning that elephants in general are large).

2. To denote *one* when used with nouns having the same form for singular and plural.

a deer, *a* trout, *a* sheep.

3. To denote *one* (its original use).

Not *a* drum was heard, not *a* funeral note.

131. It should be noted that *a* is not the indefinite article but a preposition in such expressions as:

Twice *a* week; four times *a* year.

EXERCISE 82

Use **a** *or* **an** *with the following words:*

union, apple, history, orchard, youth, apron, exile, effort, hard, article, oyster, heroic deed, idle rumor, harp.

132. *The* is called the DEFINITE ARTICLE.

the bank, *the* hat, *the* store, *the* desk.

The Definite Article has several uses:

1. To denote objects previously in the mind:
   We met *the* man whom we saw yesterday.

2. To denote objects near at hand or prominently in the mind:
   I sprang to *the* stirrup. He rushed to *the* scene.

3. To denote the kind or species of any object:
   The tiger is found in India.
   The radio is a recent invention.

4. To mark proper nouns used as common:
   The Murrays called last night.
   The Wilsons arrived this morning.

5. To indicate emphasis:
   He had *the* time of his life ("the" here means "most enjoyable").

133. It should be noted that *the* is not the DEFINITE ARTICLE but an ADVERB in such phrases as:

The earlier, *the* better.
The more, *the* merrier.

134. The possessive cases of nouns and pronouns are almost akin to adjectives. Some grammar texts call

such possessive pronouns PRONOMINAL ADJECTIVES, but we shall, in this text, as in the Junior text, call these forms possessives:

the *girl's* dress, *her* dress. The *boys'* kites, *their* kites.

EXERCISE 83

Tell whether the italicized words are adjectives or pronouns; give reasons:

1. *Each* boy was in his place.
2. *Each* of the girls worked well.
3. *All* of *that* book is interesting.
4. *All* the information *that* he brought has been verified.
5. *Neither* man succeeded.
6. We saw *neither* of the boys.
7. *That* is not *yours*.
8. *Either* book will do.
9. He is *one* of the *best* fellows I ever met.
10. *One* day succeeds *another*.
11. She did her *best*.
12. *Either* of them is able to do *that* work.
13. *Which* book did you lose?
14. *That* is the horse *which* won the race.
15. He did *what* he could.
16. *Which* of you did *that?*
17. What was the question *that* he asked?
18. *Many* were there who had not *any* knowledge of the matter.

SECTION 4—Inflection of Adjectives

135. NUMBER.

Only two adjectives are inflected for *number:*

this, with the plural form *these; that* with the plural form *those*.

This book is very interesting.
These books are very interesting.
That book is yours.
Those books are yours.

This is all that is left of what, in olden times, was a general inflection of the adjective for number.

136. COMPARISON.

Adjectives are also inflected for the purpose of *Comparison*. By comparison is meant the difference in the form of an adjective to show different degrees of certain qualities:

Jack is a *tall* boy for his age.
Tom is even *taller*.
Fred is the *tallest* one of the family.

137. An adjective in its simple or ordinary form is said to be in the *Positive Degree:*

large, small, important.

138. The form of an adjective which shows an object as having more or having less of a certain quality is said to be in the *Comparative Degree:*

larger, smaller, more or less important.

139. The form of an adjective which shows an object as having the most or the least of a certain quality is said to be in the *Superlative Degree:*

largest, smallest, most or least important.

140. Adjectives are compared *regularly* in two ways:

1. By adding *er* and *est* to the positive to form the comparative and superlative degrees, respectively.

2. By using the adverb *more* and *most* or *less* and *least* with the positive to form the comparative and superlative. Thus:

Positive	Comparative	Superlative
happy	happier	happiest
big	bigger	biggest
earnest	more earnest	most earnest
cheerful	more cheerful	most cheerful
vigorous	less vigorous	least vigorous
discreet	less discreet	least discreet

EXERCISE 84

Compare the following adjectives:

handsome, diligent, lazy, severe, strong, lively, splendid, short, clever, busy, miserable, dry, gray, sad, consistent.

141. Adjectives are also compared irregularly as follows:

Positive	Comparative	Superlative
good, well	better	best
little	less	least

bad, evil, ill	worse	worst
far	farther	farthest
old	older, elder	oldest, eldest
late	later, latter	latest, last
many, much	more	most
near	nearer	nearest, next

142. Most qualitative adjectives and several quantitative adjectives admit of comparison, but certain adjectives because of their meaning, cannot be compared. For example:

golden, eternal, impossible, full, oblong, square, perfect, monthly, Canadian.

143. Some of these adjectives are used colloquially and figuratively in the comparative and superlative degrees:

He is one of the *squarest* men I have ever met.
Could we have a *more perfect* day?

144. We must be careful to use the comparative degree when referring to two objects only.

He is the *taller* of the two boys.
She is the *more beautiful* of the two sisters.

145. We must use the superlative degree when comparing more than two objects:

Everest is the *highest* mountain in the world.
He is the *most ambitious* boy in the class.

EXERCISE 85

Use in sentences the comparative degree of the following adjectives:

far, much, wealthy, thirsty, stupid, little, courageous, kind, loud, guilty, absurd, famous.

EXERCISE 86

Use in sentences the superlative degree of the following adjectives:

late, ill, pleasant, bold, powerful, many, honest, able, red, old, nigh, evil.

146. We find some adjectives in the comparative and superlative degrees only:

Positive	Comparative	Superlative
(fore)	former	foremost
(forth)	further	furthest
(in)	inner	inmost, innermost
(out)	outer	utmost, uttermost
(up)	upper	upmost, uppermost
(neath)	nether	nethermost
(far)	farther	farthest

All these are derived from adverbs or prepositions.

EXERCISE 87

Use orally in sentences the comparative and superlative forms given in Sections 140 and 141.

SECTION 5—Special Forms

147. It is well to distinguish the words *farther* and *further*, *older* and *elder*, *later* and *latter*.

148. *Farther* and *farthest* are used in comparing distances:

We went ten miles *farther* before we reached the town.

Farthest from him is best.

Further and *furthest* are used with reference to progress or advancement of any kind:

He has gone *further* in his studies.

We shall go no *further* tonight.

149. *Elder* and *eldest* are used of persons only, and generally with reference to members of the same family:

He is the *elder* of the two brothers.

Older and *oldest* are used of both persons and things:

He is the *oldest* man in the village.

Your house is *older* than mine.

150. *Later* and *latest* refer to time:

He was much *later* in coming home as a result of the accident.

Latter and *last* refer to space or position:

He was the *last* in his class.

SECTION 6—Parsing of Adjectives

151. In parsing an adjective we state:

1. Classification	Qualitative. Quantitative. Demonstrative.
2. Inflection	Comparison (positive, comparative, or superlative).
3. Syntax	Its relation to other words in the sentence.

152. Let us parse the adjectives in these two sentences:

1. *That* boy is *more studious* than his *big* brother.
2. *The* girl is working hard.

That	adjective, demonstrative, no comparison, attributive, modifying "boy".
more studious	adjective, qualitative, comparative, predicative, modifying "boy".
big	adjective, qualitative, positive, attributive, modifying "brother".
the	the definite article, pointing out "girl".

EXERCISE 88

Parse the adjectives in the following sentences:

1. The thunders bellowed over the wild waste of waters and were echoed and prolonged by the mountain waves. 2. I alone was solitary and idle. 3. Sometimes a distant sail would be another theme of idle speculation. 4. The sight of this wreck gave rise to many dismal anecdotes. 5. He had a noble Roman style of countenance. 6. This mansion was not in the purest taste,

though built in Grecian style. 7. He is independent of the coarser people about him. 8. Over no nation does the press hold a more absolute control than over the people of America; for the universal education of the poorest classes makes every individual a reader.

EXERCISE 89

Parse the adjectives in Exercises No. 79 and 80.

OUTLINE SUMMARY

- Adjectives
  - Kinds
    1. Quantitative
    2. Qualitative
    3. Demonstrative
  - Inflections
    1. Positive
    2. Comparative
    3. Superlative
  - Position
    1. Attributive
    2. Predicative
  - Use — To modify nouns, pronouns

SECTION 7—Syntax of the Adjective

153. There are but few rules relating to the adjective. Because, however, the adjective has an important influence upon the meaning of the noun, great care should be taken in the choice and use of this modifying element.

154. Rule No. VIII—The Adjectives "This" and "That" agree with their Nouns in Number.

We say "this book" and "these books", or "that book" and "those books". This is all that we have left of our inflection for number in adjectives.

155. It is a very common error to say "those sort", and "these kind". Thus "I do not care for those kind of apples". We correct this by saying "I do not care for apples of that kind", or "I do not care for that kind of apples".

156. Care should be taken not to confuse the uses of the comparative and superlative forms. Such expressions as (1) "Of these two continents, the former is the largest", and (2) "There are three fields of wheat of which this is the greater", are incorrect. In sentence (1) use "larger" instead of "largest", and in sentence (2) use "greatest" for "greater".

EXERCISE 96

Write in correct form the following, giving reasons for the changes made:

1. These kind of shoes are expensive. 2. Each of the boys read in their turn. 3. Shakespeare is greater than any dramatist. 4. I was speaking to the tallest

of the two girls. 5. Those sort of things often bother me. 6. We do not like these sort of stories. 7. Tom is the taller of the three brothers. 8. I do not want to play with them boys.

CHAPTER IV

The Adverb

157. **An Adverb is a word which modifies a verb, an adjective, or another adverb.** Thus:

He sings *sweetly.*
The ice is *very* smooth.
My uncle returned *quite* unexpectedly.

In these sentences the adverb "sweetly" modifies the verb "sings"; the adverb "very" modifies the adjective "smooth"; and the adverb "quite" modifies the adverb "unexpectedly".

158. The etymology of the term, "adverb" (ad verbum) implies that its earliest use was to modify the verb. Although the adverb usually modifies a verb, or an adjective, or an adverb, there are a few instances in which it seems to modify a preposition or conjunction. Thus:

(*a*) modifying a preposition:
The bird flew *exactly over* the nest.
The mistake was *entirely through* your own fault.
He arrived *soon after* midnight.

(*b*) modifying a conjunction:
I dislike this *simply because* it is too tiny.

They locked the door *shortly before* we came.
We arrived *soon after* the message was received.

159. It will be noted that adverbs do not modify nouns or pronouns. This is the work of adjectives. In the expression "I am, sincerely yours", the adverb "sincerely" modifies "yours" but this possessive form has much of the adjective function and hence may take an adverb modifier. In the expression "The then King", the meaning is "The King then reigning" and thus the adverb modifies a verb-form that is understood. Similarly:

The *late* King (meaning the King *lately* reigning).
The *above* figures (the figures given *above*).

Because we classify words according to their function in the sentence, it is better to call these *adjectives.*

SECTION 1—Classification of Adverbs

160. Adverbs may be classified as follows:

1. TIME

He did this *before.*
John will *soon* arrive.
We left *yesterday.*
Other examples are: now, then, presently, early, late, formerly, today, tomorrow, afterwards.

2. PLACE

We must rest *here.*
The ball fell *there.*
They passed *outside.*
Other examples are: hence, hither, thither, in, out, within, without, below, above, far, near, yonder.

3. MANNER — The river flowed *swiftly.*
He wrote *slowly.*
The man slept *soundly.*
Other examples are: surely, thus, well, badly, quickly, certainly, foolishly, faithfully, truly.

4. DEGREE — John is *quite* the cleverest boy.
He is *very* industrious.
There is *too* much talking.
Other examples are: almost, little, so, half, partly, wholly, scarcely, greatly.

5. NUMBER — I did it *once*, but cannot do it *again.*
The lady sang *twice.*
Mary *always* repeats herself.
Other examples are: thrice, seldom, sometimes, often, firstly, secondly, lastly.

6. AFFIRMATION OR NEGATION — He did *not* succeed.
They *never* could have done it.
It is *perhaps* too difficult.
Other examples are: surely, certainly, undoubtedly, not at all, by all means, yes, no.

161. "Yes" and "no" are substitutes for affirmative or negative sentences. Thus:

Did he come? Yes (He did come).
Did he come? No (He did not come).

162. **The Interrogative Adverbs are those used in asking questions.** They may be classified thus:

1. TIME — *When* did he come? *How long* was he there?
2. PLACE — *Where* did he go? *Whither* is he running?
3. MANNER — *How* is this done?
4. DEGREE — *How far* is the report true?
5. NUMBER — *How often* did he write home?
6. CAUSE — *Why* should he do this? *Wherefore* do ye mourn?

163. The adverb "how" is sometimes used in an exclamatory sense:

How kind of you to say so!

SECTION 2—Comparison of Adverbs

164. Some of our adverbs have degrees of comparison which are formed in the same way as those of adjectives:

(*a*) Most adverbs of *one* syllable, when compared, form the COMPARATIVE by adding *er*, and the SUPERLATIVE by adding *est*.

POSITIVE	COMPARATIVE	SUPERLATIVE
fast	faster	fastest
hard	harder	hardest
soon	sooner	soonest
near	nearer	nearest or next
long	longer	longest
late	later	latest or last
forth	further	furthest
far	farther	farthest
rathe	rather	

(*b*) Some adverbs have different forms in the comparative and superlative degrees:

Positive	Comparative	Superlative
well	better	best
ill	worse	worst
much	more	most
little	less	least

(*c*) Adverbs ending in *ly* usually form the comparative and superlative by adding respectively *more* and *most.*

Positive	Comparative	Superlative
wisely	more wisely	most wisely
beautifully	more beautifully	most beautifully
rapidly	more rapidly	most rapidly

165. The sound of the words determines the form used, and our sensitiveness to pleasing expressions forbids us saying "wiselier", "beautifuler", etc.

EXERCISE 91

Compare the following adverbs, where possible:

hastily, soon, far, quickly, lengthwise, deep, gaily, along, widely, immediately, well, fully, manfully.

166. Adverbs are frequently so closely used with verbs as to become part of them, as:

speak out, rise up, cast off, cast out, set off, set on, fit out, spring off, shoot up, lay out, look out, let out, let in.

167. Nouns are frequently formed by putting the verb and the adverb in reverse positions. Thus:

offset, outfit, offspring, upshot, outcast, offcast, onset, outlay, outlook, outlet, inlet.

168. Many adverbs are derived from other parts of speech:

(*a*) from adjectives by adding *ly*:
truly, hastily, fully, quickly, gaily, ably, rapidly, widely, lately, sorely.
These form a large class of adverbs.

(*b*) from nouns and adjectives by adding *wise:*
otherwise, crosswise, lengthwise.
by prefixing *a*:
aback, ahead, afoot, alive, aright, along, afar.
or by prefixing *be:*
between, beyond, betimes, before.

(*c*) from other adverbs by adding *ward:*
onward, upward, forward.

SECTION 3—Special Uses of Adverbs

169. Adverbs may seem to modify prepositions:

He jumped *clear* over the wall.
A nail driven *deep* into the wood.

Such a use occurs because the preposition was originally an adverb, and the adverbs in question really modify an adverbial meaning yet remaining in the preposition.

170. *Yes* and *no* are responsives; so are the forms *yea* and *nay*. The tone of the voice may determine the

meaning of the responsives. Thus, in answering the question:

Is the man honest?

Yes (deliberately): He *is* honest.
Yes (hesitatingly): He *may be* honest.
No (deliberately): He *is not* honest.
No (hesitatingly): He *may not be* honest.

171. Sometimes the word "there" has an unusual function. In the sentence "There can be no retreat", the subject is "no retreat", and the sentence would stand "No retreat can be", that is, "No retreat can happen". "There" thus fills a gap or is a "starting" word and may be called an *Expletive*. Other examples are:

There is no money here. There were giants in the land. There came a voice from heaven. A land where there is no gold. Are there any books here?

172. *Perhaps, possibly, surely, probably,* are adverbs which sometimes seem to modify the whole sentence rather than any one word in it. Thus:

Perhaps I may go to Regina in June.

In this sentence "perhaps" modifies the whole expression "I may go to Regina in June". Such an adverb is sometimes called a MODAL ADVERB. Other examples are:

The men could not do it, *however*, so we let it go.
Possibly you can help me with this problem.
The men will *probably* have to return and make a second attempt.
Surely you would not expect them to be so easily discouraged.

SECTION 4—Uses of Negatives

173. Modern English does not allow the use of what is called "the double negative". In the sentence "He could not find it nowhere", the two negatives "not" and "no" really cancel one another and destroy the sense of the sentence. The idea should be expressed in this way: "He could find it nowhere", or "He could not find it anywhere".

174. The adverbs *only*, *scarcely* and *hardly* are also negatives and must not be used with another negative. The following are examples of such incorrect usage:

I am not allowed to go out only on Fridays.
There was not scarcely standing room.
It was so dark that I could not hardly see it.

These should be expressed thus:

I am allowed to go out only on Fridays.
There was scarcely standing room.
It was so dark I could hardly see it.

SECTION 5—Adverbs and Adjectives

175. Because of the rather slight difference in form between certain adjectives and adverbs, care must be taken to see that the correct form is used. Thus in the sentences:

1. We found the way *easy*.
2. We found the way *easily*.

The word "easy" in sentence 1 is an adjective and modifies the noun "way" and the sentence means "We found the way to be an easy one". "Easily" in sentence 2 is an adverb and modifies the verb "found", and the sentence means "The process of finding the way was not difficult".

So:

Adjectives	Adverbs
The man stood *silent.*	The man passed *silently.*
The boy appeared *quiet.*	The boy appeared *quietly.*
The girl looked *sad.*	The girl looked *sadly* at the picture.

In poetry, however, this distinction is not always observed. In "Through the air it sounded clear", "clear" should be parsed as an adverb modifying "sounded". In prose the word would be "clearly".

SECTION 6—Position of the Adverb

176. The adverb should be placed close to the word it is intended to modify:

He *almost* fell.
There were *almost* a hundred people there.
It reaches *almost* across the road.

177. When it modifies a transitive verb, it may be placed either before or after:

He *immediately* sent him the money; or
He sent him the money *immediately.*

178. We should avoid what is called the "split infinitive", that is, the placing of an adverb modifier between the parts of an infinitive. Do not say "to cautiously proceed", and "to loudly call". Better say "to proceed cautiously", and "to call loudly".

SECTION 7—Parsing of Adverbs

179. In parsing an adverb we state:

1. Classification
2. Inflection (if any)
3. Syntax

Examples:

1. He writes a *very* beautiful hand *rapidly*.
2. Of the three boys he was the *least* prepared.
3. She sang *most sweetly*.
4. I found it *yesterday* on my way to school.

very	an adverb, degree, not compared, modifying "beautiful".
rapidly	adverb, manner, positive, modifying "writes".
least	adverb, degree, superlative, modifying "was prepared".
most sweetly	adverb, manner, superlative, modifying "sang".
yesterday	adverb, time, not compared, modifying "found".

EXERCISE 92

Parse the adverbs in the following sentences:

1. He shall return no more.
2. The dog ran straight for us.
3. Full knee-deep lies the winter snow.
4. They had met only twice since the birthday.
5. He seems less happy than we should naturally expect.
6. Animals of large size were far more numerous in those days.
7. We usually have very great difficulty in doing such a task well.
8. We were quite agreeably surprised at the prospect of seeing our friend so soon.
9. "Have you lived here long?" he said, feeling uncomfortably oppressed beneath a silence so appalling.
10. The beggars were as noisy and importunate as in the worst governed cities of the continent.
11. The rent of the land has been almost constantly rising; in some districts it has increased tenfold.
12. In the parks and pleasure-grounds, nature, dressed yet not disguised by art, wears her most alluring form.
13. It is certainly now more than seven times as great as the larger of the two arms, previously mentioned.
14. It is highly probable that farming, though greatly improved since the Civil War, was hardly as skilful as it is now.

15. Coal, though very little used in any species of manufacture, was already the ordinary fuel in some districts which were fortunate enough to possess large beds and in the capital which could easily be supplied by water-carriage.

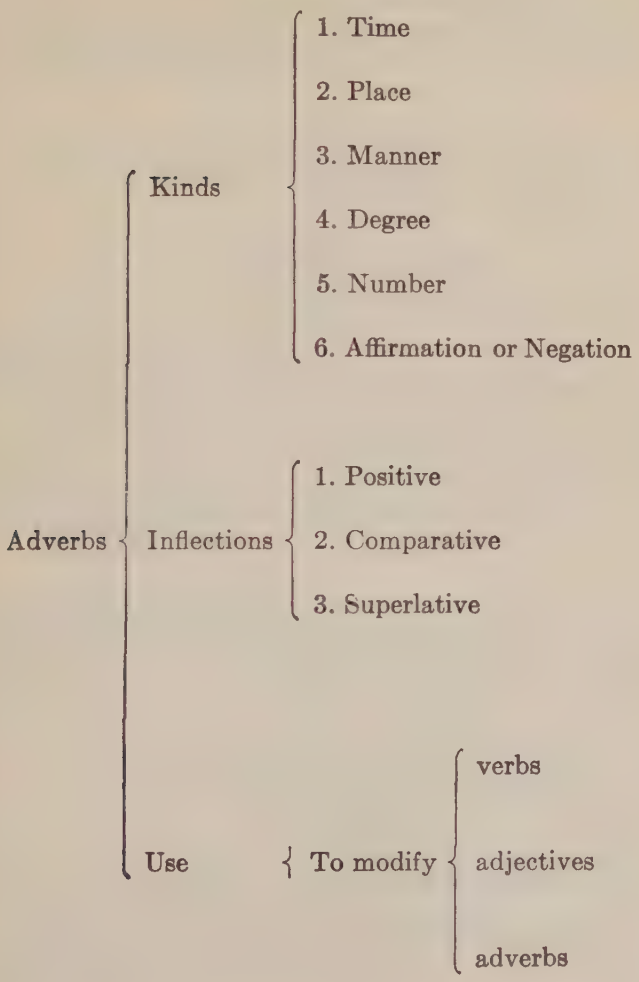
16. Smack went the whip, round went the wheels,
Were never folk so glad;
The stones did rattle underneath
As if Cheapside were mad.

EXERCISE 93

Choose the correct modifier:

1. The cheese tastes (bad, badly).
2. The cat walks (cautious, cautiously).
3. Mother looks (bad, badly, ill).
4. His coat fits (bad, badly).
5. Speak (plainer, more plainly).
6. He feels (warm, warmly) on the subject.
7. Jane looks (shy, shyly) at strangers.
8. The girl looks (shy, shyly).
9. The boy runs (quicker, more quickly) than his brother.
10. Handle the tube (careful, carefully).
11. School block: drive (slow, slowly).
12. He acted very (different, differently) from what I expected.
13. (Sure, surely), I shall go.
14. Walk (quick, quickly) and you will be there in time.

OUTLINE SUMMARY



SECTION 8—Syntax of the Adverb

180. Few definite rules can be laid down for the use of the adverb. Two things must be watched in connection with the adverb, namely, its position and its form.

181. Rule No. IX—The Adverb should be placed near the Word or Words which it Modifies. Notice these sentences:

1. *Only* John passed in Algebra.
2. John *only* passed in Algebra.
3. John passed *only* in Algebra.

In sentence 1 "only" is an adjective modifying "John". In sentence 2 "only" is an adverb modifying "passed", and in sentence 3 "only" is an adverb modifying "in Algebra". The information in each sentence differs from the others owing to the *position* occupied by the adverb. Hence, care must be taken in placing the adverb.

182. Students should also note that many adverbs end in "ly". Such expressions as "Do that quick", and "How swift the car goes", are incorrect. The adverbs should be "quickly" and "swiftly".

183. Do not confuse adjectives with adverbs as "smart" and "smartly", "good" and "well", etc.

EXERCISE 94

Correct the following sentences, giving reasons:

1. See how slow that bird is flying. 2. The waves dashed highly on the rocks. 3. Don't strike so hardly.

4. He did that trick very good. 5. She sings very sweet. 6. The water runs rapid. 7. The girl is considered handsomely by her admirers. 8. He has only gone for a few minutes. 9. The lark sings sweeter than the crow. 10. If I was her I shouldn't sing so loud.

CHAPTER V

SECTION 1—The Verb

184. **A Verb is a word by means of which we make an assertion, ask a question, or give a command.**

The boys *are playing*. John *threw* the ball.
Did you *see* the girls? The window *was broken*.
Come as soon as you can. The damage *was paid* for.

Verbs express action, being or state:

The men *were running* down the street.
God *is* (exists).
The baby *is sleeping*.

EXERCISE 95

Select the verbs and verb phrases in the following sentences:

1. The bear was climbing the tree. 2. Jack arrived in ten minutes. 3. He appears tired with his fast run. 4. That way will be best. 5. The boys have been standing on the rock for some time. 6. They are living in London this winter. 7. Go at once if it is possible. 8. The girl was found after a long search. 9. The athlete had run a couple of miles when we saw him. 10.

The sun is slowly sinking. 11. Have you not heard the good news? 12. The boys seem clever. 13. Were you speaking to Mary as we went past you? 14. The civil war has been more discussed, and is less understood than any other event in British History. 15. We affirm that every reason which can be urged in favor of the Revolution of 1688 may be urged with equal force in favor of what is called the Great Rebellion.

SECTION 2—Classes of Verbs

185. There are three main classes of verbs: NOTIONAL, AUXILIARY, and COPULA.

186. **A Notional Verb is one which has an independent meaning of its own.** Most of the verbs in English belong to this class;

run, sign, go, tell, strike, play, climb, get, sleep, forget.

187. **An Auxiliary Verb is one which is used in the conjugation of other verbs.** The principal auxiliary verbs are:

be, have, shall, will, may, do.

His book *is* lying on the desk.
We *have* not seen him for years.
I *shall* see her tomorrow.
They *will* never succeed.
He *may* go but it is doubtful.
He *does* not try.

188. In the sentence "God is", we use *is* as a notional verb, meaning "exists."

In the sentence "The lark is singing cheerily", we use *is* as an auxiliary verb.

189. Care must be taken to distinguish these verbs when used as auxiliary or as notional verbs. For example:

(*a*) HAVE: "I have worked hard". "Have" is here used as an auxiliary of the perfect tense of the verb *work*.

"I *have* my book with me". Here the verb "have" denotes possession, and is, therefore, a notional verb.

"I *have* had my dinner". "Have" is here used as an auxiliary verb; "had" is a notional verb.

(*b*) SHALL: "Shall" is an auxiliary verb in the sentence "I *shall* go tomorrow if the weather is fine". ("Shall" denotes simple futurity).

"Shall" is a notional verb in the sentence "He *shall* do this work". ("Shall" denotes compulsion from without).

(*c*) WILL: "Will" is an auxiliary verb in the sentence "She *will* succeed, if she tries.

"Will" is a notional verb in the sentence "I *will* do that". ("Will" denotes determination).

(*d*) MAY: "May" is an auxiliary verb in the sentence "You *may* succeed if you work hard".

"May" is a notional verb in the sentence "You *may* go now". ("May" denotes permission).

(*e*) Do: "Do" is a notional verb in the sentence "He *did* his duty".

"Do" is an auxiliary verb when used in:
(1) asking questions: *Did* she sing well last night?
(2) negative sentences: I *do* not like him.
(3) expressing emphasis: I *did* try my best.

EXERCISE 96

Tell whether the verbs in italics are notional or auxiliary. Give reasons:

1. I *have been* working hard.
2. He *will* play ball after school.
3. *Do* you want him to come?
4. The girl *will* go, if she *is* given a chance.
5. He *has* not *done* his work.
6. We *have* our bicycles.
7. That boy *has* found his cap.
8. I *do* believe what you *say*.
9. He *may* have that book when you *have* read it.
10. It *snows* hard today.
11. We *will* do that, whether you *wish* it or not.
12. *Have* they seen their friends?
13. The men *were* working.
14. They *shall* not have it.
15. I *shall* try again.
16. The men *did* that job well.
17. The children *were* at play.
18. Greece *was*; Greece, except in the words it spoke, *is* not.
19. They *do* not think that they *will* come.

20. The early sunshine *was* already pouring its gold upon the mountain-tops; and although the valleys *were* still in shadow, they *smiled* cheerfully in the promise of the bright day that *was* hastening onward.

190. **A Copula Verb is one which is used to indicate a connection between the subject and the complement of a sentence.**

The verb *be* is the commonest of this class of verbs:

I *am* happy. He *is* a clever fellow.

Other verbs with a similar use are:

become, seem, appear.

He *became* Secretary of State.
They *seemed* sad.
She *appears* tired.

191. Care must be taken to distinguish these verbs when used as Copula or as Notional verbs:

(*a*) "The man *appeared* around the corner", "appeared" is a notional verb.

"He *appeared* lonely", "appeared" is a copula verb.

(*b*) "Tom *felt* the edge of the sword", "felt" is a notional verb.

"The sword *felt* sharp", "felt" is a copula verb.

EXERCISE 97

State whether the words in italics are notional, auxiliary or copula verbs:

1. He *is* studying hard at this exercise.
2. They *are* pretty children.

3. He *grows* quickly.
4. He *grows* taller every month.
5. They *grow* wheat on the prairie.
6. He *remained* in Ottawa for several years.
7. They *remain* silent.
8. She *looks* at the picture.
9. God *is* and *is* a rewarder.
10. She *looks* contented.
11. He *appeared* several times during the evening
12. He *was* anxious to succeed.
13. They *appear* somewhat nervous.
14. They *became* weary after their hard labor.
15. Whose *is* that?
16. Things *are* not always what they *seem*.
17. The boys *were* busy when they *were* playing.
18. She *has been* sewing for some time.
19. He *has been* a successful journalist for years.
20. Honesty *is* the best policy.
21. She *seemed* happy when we last *saw* her.
22. Whatever *is*, *is* right.
23. John *feels* sad.
24. They *tasted* the apples.
25. The apples *tasted* sweet.

SECTION 3—Transitive and Intransitive Verbs

192. Verbs, according to their use or meaning, are of two kinds, TRANSITIVE and INTRANSITIVE.

193. **A Transitive Verb is one in which the action or feeling expressed by the verb passes over to some object:**

I *saw* the lad. I *introduced* him. He *began* to sing.

He *knows* his lesson. They *visited* us. They *hope* to succeed.

They *have heard* the bell. She *has felt* great sorrow.

194. **An Intransitive Verb is one in which the action or feeling expressed by the verb has reference to the subject only:**

The horse *is running*. She *is laughing*.

They *sing* well. We *sleep* soundly.

195. Some verbs may be used both transitively and intransitively:

TRANSITIVE	INTRANSITIVE
The women *sweep* the floor.	We *sweep* through the deep.
He *fought* a good fight.	He *fought* bravely.
The men *speak* French.	They *speak* clearly.
The child *blew* the feather across the table.	The wind *blew* fiercely.

196. Sometimes a verb which is usually intransitive may be made transitive by the addition of a preposition, separable or inseparable:

He *came* today.	He *overcame* the temptation.
The river *flowed* over its banks.	The banks *were overflowed*.
He *laughed* often.	He *was laughed at*.
They *acted on* his advice.	His advice *was acted on* by them.

Such prepositions may be taken as part of the verb.

197. A. Transitive verbs may be subdivided as follows:

1. *Transitive verbs of Complete Predication.*

   These require only an object to make the predication complete. Examples are:

   He *bought* a house. John *saw* a bear.

2. *Transitive verbs of Incomplete Predication.*

   These require some other word or words in addition to an object to make the predication complete.

   Examples are:

   1. They *made* John captain.
   2. We *caused* him to laugh.
   3. I *like* a rascal to be punished.

   "John", "him", and "a rascal" are the objects in sentences 1, 2, and 3; and "captain", "to laugh", and "to be punished" are called the OBJECTIVE COMPLEMENTS because they *complete* the objects.

198. B. Intransitive Verbs may be subdivided as follows:

1. *Intransitive verbs of Complete Predication.*

   These require no additional words to make the predicate complete. Examples are:

   Fish *swim*. God *is*. All men *die*. Winds *blow*.

2. *Intransitive verbs of Incomplete Predication.*

   These require some other word or words to complete the predication. Examples are:

   1. John *became* a famous scholar.
   2. All men *are* mortal.
   3. The winds *seem* piercingly cold.
   4. The man *is* tired.

"scholar", "mortal", "cold", and "tired" may be called the SUBJECTIVE COMPLEMENTS of the verbs in sentences 1, 2, 3, and 4 because they relate to the subjects.

(Intransitive Verbs of Incomplete Predication are also classified as Copula Verbs. See Section 190.)

EXERCISE 98

Distinguish, with reasons, the transitive and intransitive verbs in the following sentences:

1. She arose and went from the room. 2. His word cannot be relied upon. 3. The athlete ran a very fast race. 4. I think I see them at their work. 5. What a pleasant vacation we have had! 6. The boy whom we met has fallen and hurt himself. 7. They stopped before a solitary house which stood on the hill. 8. Johnson's farm was overgrown with weeds. 9. The stranger retained the boy, talked to him, drew him out, and found in him a taste for letters. 10. Those who pronounce him a hypocrite will scarcely venture to call him a fool. 11. The admiral's flag sank behind the watery line and in a minute the very truck of the last topmast stole away. 12. When Elizabeth retreated, her defeat had all the grace of victory; and the frankness and unreserve of her surrender won back at once the love that her resistance had lost. 13. They carried her to one old nook where she had many a time sat musing, and laid their burden softly on the pavement. The turnkey looked askance at her but never spoke; he somehow felt that the sound of his own rude voice would grate just then.

EXERCISE 99

Use each of the following verbs (1) transitively; (2) intransitively:

grow, walk, stand, play, sing, move, dance, pass, sink, try, fly, rest, write, burn, taste.

SECTION 4—The Principal Parts

199. **The Principal Parts of a Verb are those forms by which we may express, with the help of auxiliaries or inflections, the chief differences in asserting the time and the manner of an action.** There are three Principal Parts:

PRESENT TENSE, PAST TENSE, and PAST PARTICIPLE

PRESENT TENSE: I *come* frequently.
He *goes* regularly to school.
We *write* home often.

PAST TENSE: I *came* quickly.
He *went* regularly to school.
We *wrote* home last week.

PAST PARTICIPLE: I have *come* again.
He has *gone* down town.
We have *written* several letters.

200. Care must be taken not to confuse the past tense and the past participle of verbs. The former should never be used with an auxiliary; the latter should never be used without one to form a predicate.

Thus, it is incorrect to say, "I done it"; "I seen them". We should say "I did it"; "I saw them".

It is equally incorrect to say "I have wrote the letter"; "He has spoke for an hour". We should say "I have written the letter"; "He has spoken for an hour".

EXERCISE 100

Use in sentences, the principal parts of the following verbs:

swing, swim, teach, learn, rise, tell, feel, do, see smite, lie, lay, sit, set, give, seek, cut, beseech, speal, slide, dive, chide, lose, loose, wear.

SECTION 5—The Conjugations

201. Verbs are divided according to the method of forming their past tenses, into verbs of the OLD or the NEW CONJUGATION.

1

Verbs of the Old Conjugation usually form their past tense by internal changes, as:

dig, dug; drink, drank.

A number of these verbs form their past participles by adding *en*, *n*, or *ne*, as:

see, saw, seen; do, did, done.

202. Verbs of the Old Conjugation.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
come	came	come
swim	swam	swum
begin	began	begun
sing	sang	sung
blow	blew	blown

strive	strove	striven
strike	struck	struck
smite	smote	smitten
freeze	froze	frozen
go	went	gone
write	wrote	written

(For a longer list of old and of new verbs, see Appendix).

203. The verb "be" is really made up of three verbs: am, was, been; "go", though placed among the old verbs, is really made up of two distinct verbs: go, went.

2

204. Verbs of the New Conjugation form their past tenses by adding *ed*, *d*, or *t* to the present, with or without internal change. Thus:

Present Tense	Past Tense	Past Participle
hope	hoped	hoped
sell	sold	sold
try	tried	tried
attempt	attempted	attempted
bend	bent	bent
teach	taught	taught
feel	felt	felt
deal	dealt	dealt

205. Among the verbs of the new conjugation are placed those verbs which have the same form for the principal parts: cut, cast, thrust, put, shut, hurt.

We also place among verbs of this conjugation those verbs which shorten the vowel-sound or the vowel of the present:

Present Tense	Past Tense	Past Participle
read	read	read
lead	led	led
meet	met	met
feed	fed	fed
flee	fled	fled

(It should be noted that the verbs of the old conjugation number only about 110. The new conjugation is the *living* one and includes the great majority of our verbs.)

EXERCISE 101

State whether the verbs in the following sentences belong to the old or to the new conjugation:

1. He laid the books on the table. 2. The boys are climbing the ladder. 3. They stole silently away. 4. Strive to do the right. 5. He thrust his hand into the bag of apples. 6. The bells ring merrily on Christmas Day. 7. The camper is splitting wood for his fire. 8. The tree lies where it falls. 9. The teacher praises the pupil who tries to succeed. 10. The boys swam slowly to the boat which was floating down stream. 11. The glass was not broken as we feared when we heard it fall. 12. The men brought cartridges that they planned to use when duck-shooting began. 13. We took the books off the table where we had left them when our holidays commenced. 14. They fling their bundles on the ground, and, tired out, they sleep till morning. 15. The rain descended and the floods came, and the winds blew, and beat upon that house, and it fell.

EXERCISE 102

State whether the verbs in Exercise No. 101 are transitive or intransitive.

SECTION 6—Special Classes

206. There are two kinds of verbs that should be noted before we proceed to study the inflections of verbs; viz: DEFECTIVE and IMPERSONAL VERBS.

207. **A Defective Verb is one which lacks one or more of its principal parts:** "beware," for instance, is used as an imperative in "Beware the dog!"

"Shall", "will", "may", "can", "must" have no past participle.

"Worth", when used as a verb, is defective:

"Woe *worth* the chase, woe *worth* the day
That cost thy life, my gallant gray."

"Ought" is found in the present tense only, according to modern usage.

I *ought* to go. He *ought* to have worked harder.

We find in earlier writings "Quoth he"; "God wot"; both these are defective.

208. **An Impersonal Verb has for its subject the pronoun "it" which does not definitely denote the source of the action expressed by the verb.** Thus:

It *rains;* It *thunders;* It *snows.*

"Methinks" and "meseems", with their past tenses "methought" and "meseemed", are also impersonal verbs. These verbs have the same meaning, "It seems to me" and "It seemed to me".

The verb "methinks" has no connection whatever with the verb "think". Not only do they have different meanings, but they come from different roots. "Methinks" comes from Anglo-Saxon *thyncan* "to seem"; and "I think" comes from Anglo-Saxon *thencan*, "to think".

SECTION 7—Inflection of Verbs

209. Verbs are inflected for VOICE, MOOD, TENSE, PERSON, and NUMBER.

A—VOICE

210. **Voice is the form of a verb which shows whether the subject is the doer or the receiver of the action expressed by the verb.**

211. A verb is said to be in the ACTIVE VOICE when its subject represents the doer of the action expressed by the verb. Thus:

I *cut* my finger. The boy *was sawing* wood.
The girl *has been making* fudge.
They *have seen* many countries in their travels.

212. On the other hand, a verb is said to be in the PASSIVE VOICE when its subject represents the receiver of the action expressed by the verb. Thus:

My finger *is cut.* The wood *was sawed* by the boy.
The fudge *has been made* by the girl.
Many countries *have been seen* in their travels.

213. It will be seen that the passive voice is formed by using a tense of the verb *be* together with the past participle of the verb which is being conjugated.

214. In each of the sentences given above, it will be seen that the object of the transitive verb in the active voice becomes the subject of the verb in the passive voice. Hence, it follows that only *transitive verbs have a passive voice.*

EXERCISE 103

Write in two columns the verbs and the verb phrases in the active and in the passive voice:

1. We have played tennis for hours. 2. The ball was lost in the woods. 3. They took great care of their sick friend. 4. Has he seen his cousin lately? 5. Where were the books found? 6. As the flowers had been merely stuck in the ground, they soon withered. 7. I first visited the house where Shakespeare was born. 8. I am looking for some other place in this great city where old English manners are still kept up. 9. The gray tombstones are half-covered with moss which has likewise tinted the reverend old building. 10. I have made some general observations on the Christmas festivities of England, and am tempted to illustrate them by some anecdotes of a Christmas which I passed in the country. 11. The coach horn, which is sounded at the entrance to the village, produces a general bustle. 12. In the evening we reached the village where I had planned to

pass the night. 13. He showed me the way to a small chapel, where I found the principal part of the family who were already seated. 14. The villagers doffed their hats to the squire, and were invited to the hall; and I heard blessings uttered by several, which convinced me that the worthy old cavalier had not forgotten the true Christmas virtue of charity.

215. Sometimes a verb is used in the active form, when the subject is not the doer of the action. This use corresponds in part to what is called the Middle Voice in Greek.

Thus:

The apple *tastes* sour.	The door *opened.*
The rose *smells* sweet.	The roast *cuts* tender.

216. We must take care not to confuse the perfect tenses of certain verbs of motion with the passive voice:

I am come. He is gone.

B—Mood

217. **Mood is a change in the form of a verb to show how a thought is presented to the mind.**

218. A verb is said to be in the Indicative Mood when it expresses a direct action or asks a direct question.

I *went* to New Brunswick last summer.
Have you ever *visited* Vancouver?

219. A verb is said to be in the Imperative Mood when it expresses a command, request, or an entreaty.

Stand the ladder against the house.
Please try that experiment.

220. A verb is said to be in the SUBJUNCTIVE MOOD when it expresses a thought not as a fact but as something uncertain or contrary to fact:

If it *rain* tomorrow, we shall not go.
Would that he *were* here.

Some uses of the Subjunctive Mood.

1. To express a wish:	God *save* the King!
2. To express a condition:	If he *were* here, all *would be* well.
3. To express an indirect question:	Tell me where he *may be found.*
4. To express a thought contrary to fact:	If he *were* alive, how happy we *should be.*
5. To express purpose:	He works hard in order that he *may succeed.*

Macbeth's soliloquy in Act I gives us an excellent example of the use of the subjunctive mood:

If it *were done* when 'tis done, then 'twere well
It *were done* quickly.

221. The Subjunctive form of the verb is gradually dying out. We use the Indicative forms: If he *comes;* If it *snows;* If she *was;* fully as often now as we use the subjunctive: If he *come;* If it *snow;* If she *were.*

EXERCISE 104

State whether the verbs in the following sentences are in the Indicative, Imperative, or Subjunctive Moods. Give reason in each case.

1. If tomorrow be fine, I shall leave on the early train. 2. Work steadily lest you fail. 3. We hope that

we shall see you tomorrow. 4. Go where duty calls you. 5. I shall keep your money in order that you may not lose it. 6. Unless he work harder, he will fail. 7. If she tries, she will succeed. 8. Had we seen him, we should have recognized him at once. 9. Come as soon as you can. 10. Were you to do that again, I should be surprised. 11. You may leave the room. 12. Provided he confess his fault, we shall forgive him. 13. If he confesses his fault, he will be forgiven. 14. " 'Twere good she were spoken with, for she may strew dangerous conjectures in ill-breeding minds." 15. "When sorrows come, they come not single spies but in battalions."

C—Tense

222. **Tense is the form given a verb to express the time of an action and the completeness or incompleteness of that action.**

223. If the time of an action were the only consideration, there would be only three tenses, Present, Past and Future. If, however, we wish to indicate the completeness or incompleteness of any action, we must make use of other modifications of the verb.

224. The following arrangement of tenses is the one generally accepted at the present time:

Active Voice

Present	Indefinite	I see
	Imperfect or Progressive	I am seeing
	Perfect	I have seen
	Perfect Progressive	I have been seeing

Past	Indefinite	I saw
	Imperfect or Progressive	I was seeing
	Perfect	I had seen
	Perfect Progressive	I had been seeing
Future	Indefinite	I shall see
	Imperfect or Progressive	I shall be seeing
	Perfect	I shall have seen
	Perfect Progressive	I shall have been seeing

Passive Voice

Present	Indefinite	I am seen
	Imperfect or Progressive	I am being seen
	Perfect	I have been seen
Past	Indefinite	I was seen
	Imperfect or Progressive	I was being seen
	Perfect	I had been seen
Future	Indefinite	I shall be seen
	Perfect	I shall have been seen

It will be noted that in the Passive Voice, the perfect progressive and the future imperfect tenses are wanting.

225. The indefinite tenses represent an action without stating definitely whether the action is completed or is still going on.

226. The auxiliary verb "do" is sometimes used to form the indefinite tenses in questions, in negative sentences, and in emphatic sentences:

Do you *think* so? *Does* he *work* hard?
She *does* not *seem* well. They *do* not *try*.
He *does try*. They *do make* a great deal of noise.

227. The imperfect or progressive tenses represent an action as going on, either now, or at some past time, or in the future.

Present: I *am working* to-day.
She *is singing*.

Past: I *was working* at that yesterday.
She *was singing* when we called last night.

Future: I *shall be working* at it tomorrow.
She *will be singing* in the concert.

228. The Perfect Tenses represent an action as being complete.

I *have lived* in Winnipeg two years.
I *had lived* in Toronto before I came here.
I *shall have lived* in Canada twenty years.

229. The Perfect Progressive Tenses represent an action as having been completed. They are modifications of both the perfect and the imperfect tenses to express ideas in relation to the duration of time.

I *have been working* for years.
I *had been working* for some time when my friend joined me.
By the end of December I *shall have been working* at this task for two years.

230. Frequently the present tense is used to express future time, particularly when we are sure of the event happening. Thus:

The train *arrives* in a few minutes.
Parliament *assembles* next week.

231. The present tense is also used some times to express past time, particularly when we wish to make the event vivid. Thus:

Napoleon now *leads* his forces against Austria.

Such use may be called the *Historic Present.*

EXERCISE 105

Name the tenses of the verbs in the following sentences:

1. He has been talking about the circus for days. 2. The young man cast a keen glance at the old man who had just spoken. 3. How long have you been working at that job? 4. We have not heard from him since he went home. 5. They are trying to succeed in the task which they have given themselves. 6. He will be telling us a strange story when he returns. 7. I shall go at once if you will permit me. 8. I hope they have succeeded. 9. He had done it before we reached home. 10. You will be successful if you work steadily. 11. The boys have lost their way, I fear. 12. Where have you been this morning? 13. They do not think that he has been doing his best. 14. I told them how I had been left without money for travelling homeward. 15. Did you say that he had discovered his mistake? 16. The book has not been seen since I left it on the street-car. 17. The girl is listening attentively to the strange story which is being told to her. 18. This book was published in a

factory where no children under fourteen were employed. 19. We were informed that he had not been notified of his success. 20. No further attempt will be made, we are told. 21. No information will be given out tonight for the matter is still being discussed.

232. The tenses which we have been studying are those belonging to the Indicative Mood, but it will be necessary to learn also the more common tenses of the Subjunctive Mood, which may be summarized as follows:

ACTIVE VOICE

PRESENT	Indefinite	(If he) see
	Imperfect or Progressive	be seeing
	Perfect	have seen
	Perfect Progressive	have been seeing
PAST	Indefinite	(If he) saw
	Imperfect or Progressive	were seeing
	Perfect	had seen
	Perfect Progressive	had been seeing
FUTURE	Indefinite	(If he) should see
	Imperfect or Progressive	should be seeing
	Perfect	should have seen
	Perfect Progressive	should have been seeing

233. Uses of Shall and Will

"Shall" is used in the first person, and "will" in the second and third persons to express simple futurity in direct statements.

If we were asking questions which denote simple futurity, the general rule is to use that form of "shall" or "will" which is expected in the answer.

> "*Will* you do that?" ("will" implies willingness or desire).

If, on the other hand, we wish to imply determination, or command, we should use "will" in the first person and "shall" in the second and third.

234. "Should" and "would" have the same uses as "shall" and "will". "Should" is the past tense of "shall", and "would" is the past tense of "will". Examples:

> They wonder if I *shall* go.
> They wondered if I *should* go.
> If you come you *will* meet her.
> If you came you *would* meet her.
> If they wait, they *will* see us.
> If they waited, they *would* see us.

EXERCISE 106

Fill in the blank spaces with the proper forms, **shall, should, will, would:**

1. I.....come tomorrow.
2. They.....go, when they can.
3. He.....go, if he could.
4. You.....see them, if you.....
   wait till tomorrow.

5. If we tried, we.....succeed.
6. We.....try hard, that we may succeed.
7. They.....be happy, if they worked harder.
8. You.....be ready, if you started on time.
9. .....you visit us at Christmas?
10. .....he worry you, if he came?
11. You.....do that notwithstanding your refusal.
12. He.....be here at daybreak.
13. Thou.....not kill.
14. .....I do that or not?
15. I am sure that he.....succeed.
16. .....she come this evening?

Sequence of Tenses

235. In general the tense of the verb in a subordinate clause should agree with that of the principal clause:

He *knows* he *can do* it if he *likes* (present).
He *knew* he *could do* it if he *liked* (past).

Of course, when the sense demands it, the tenses of the principal and subordinate clauses may disagree:

He *knows* he *could do* it.
He *knows* he *could have done* it.

236. When the verb of the subordinate clause states a habitual or customary fact, the tense of the subordinate verb is present regardless of the principal verb:

I *said* that Shakespeare *is* the greatest poet.
Did you *say* that water *boils* at 212 degrees?

EXERCISE 107

State the voice, mood, and tense of the verbs in the following sentences:

1. He would withdraw all opposition if I went away. 2 That his advances should be rejected is strange. 3. All these things have by one night's work been thoroughly cleared. 4. The hunter was watching the trap into which he hoped the animal might wander. 5. We stole softly along until we had come into the other wing of the house. 6. The man was entirely preoccupied in what he was doing. 7. We ran until we were completely winded. 8. In the instant during which I had turned to grasp his arm, the man was gone. 9. I wish that he were here. 10. I had no opportunity to tell what I had learned. 11. I asked him whether he would accompany me. 12. If it were not for the kindness of others, she might have starved. 13. The sun was sinking low and the west was blazing with scarlet and gold. 14. Its reflection was shot back in ruddy patches by the distant pools which lay in the mere. 15. Had I been with you, my presence would have warned your opponents to be on their guard. 16. They had always been together, they said, and would be unhappy if he were compelled to leave. 17. I feel it is best that I should let you know all the facts at which I have arrived.

D—Person

237. **The Verb is in the First, Second, or Third Person in agreement with its Subject.**

Thus:

I *write*. Thou *writest*. He *writes*.
I *am*. Thou *art*. He *is*.

238. In older English or in imitations of it, *eth* was the inflection of the Third Person singular. We find this inflection in poetry:

The shallop *flitteth* silken-sailed
Skimming down to Camelot.

E—Number

239. **The Verb is in the Singular, or Plural Number in agreement with its Subject.**

He *writes*. I *am* here. She *was* there.
They *write*. We *are* here. They *were* there.

SECTION 8—Parsing of Verbs

240. In parsing a verb we state:

1. Classification—old, new
   transitive, intransitive
2. Inflection—voice
   mood
   tense
   person
   number
3. Syntax—Its relation to the subject.

241. Let us parse the verbs in the following sentences:

1. The engine *has been running* for days.
2. They *were playing* hockey.
3. He *had worked* hard that he *might succeed*.
4. If he *were injured*, I *should* never *forgive* myself.

has been running	verb, old, intransitive, indicative, present perfect progressive, third, singular, agreeing with the subject "engine".
were playing	verb, new, transitive, active, indicative, past imperfect, third, plural, agreeing with its subject "they".
had worked	verb, new, intransitive, indicative, past perfect, third, singular, agreeing with its subject "he".
might succeed	verb, new, intransitive, subjunctive, past indefinite, third, singular, agreeing with its subject "he".
were injured	verb, new, transitive, passive, subjunctive, past indefinite, third, singular, agreeing with its subject "he".
should forgive	verb, old, transitive, active, subjunctive, future indefinite, first, singular, agreeing with its subject "I".

EXERCISE 108

Parse the verbs in the following exercise:

1. You shall be paid tomorrow. 2. He says that he had worked too hard. 3. If I should see him, I shall tell him. 4. He thought that he had passed. 5. Let us

settle whom we shall invite. 6. I have been puzzling myself all dinner whether we have met before. 7. A prize was awarded him by the man who was interesting himself in school sports. 8. They were being reproved for idleness when the principal entered. 9. What do you think of what he said? 10. The sailor swam to his clothes which were lying where he had left them on the shore. 11. I do not know whether he has come. 12. Work is being done on the new road. 13. I may have done wrong but I did not intend it. 14. He should have arrived earlier. 15. The raven would follow me, whenever I left the house.

16. Blest are those
Whose blood and judgment are so well commingled
That they are not a pipe for fortune's finger
To sound what stop she please.

SECTION 9—Certain Verb Forms

242. There are *three* verb forms which express action or being but which cannot form predicates except with the aid of other verbs. These are INFINITIVES, GERUNDS, and PARTICIPLES. These words still possess some of the characteristics of verbs in that they may take objects or may be modified by adverbs.

1. THE INFINITIVE

243. **The Infinitive is that part of the verb which names the action or state but which is not limited by person or number:**

to run, to play, to sing, to try.

An infinitive, therefore, cannot form a predicate alone.

An infinitive may be recognized by the preposition *to* which usually precedes it, the sign of the infinitive as it is then called.

I like *to read*. She wishes *to go*.

244. Some verbs, however, are followed by infinitives without the sign *to*:

I shall *go*. They will *come*.
She must *work*. We may *sing*.
I heard them *shout*. You felt him *tremble*.

It would be well to note the following verbs which are followed by the infinite without the sign *to:*

do, bid, hear, see, may, can, must, shall, will, feel, make, dare, let.

Uses of the Infinitive

245. Infinitives are used in various ways: as nouns, as adjectives, as adverbs, and as parts of predicates:

1. The Infinitive as a *noun* may be used:

(*a*) As the *subject:* *To do* good brings happiness.
To work makes for success.

(*b*) As the *object:* He likes *to hear* the song of the lark.
We hope *to see* you tomorrow.

(*c*) As *complement:* To see is *to believe*.
He seems *to have been* studious all his life.

(*d*) As *object of a preposition:* She does nothing but *sing.*
We can do little except *confess* our fault.

2. The Infinitive as an *Adjective* may be used as follows:

There is a house *to let.*
We found water *to drink.*
He has plenty of money *to spend.*
Some people rarely have enough *to eat.*

3. The Infinitive as an *Adverb* may be used as follows:

He is anxious *to learn.*
We came *to visit* our friends.
When *to go* is the important question.
(*Note.*—The subject of the sentence is the whole phrase "When to go").

246. A sentence may have several infinitives with different functions:

It cannot *hurt to try.*

"to try" is the real subject of "cannot hurt"; "hurt" is the infinitive without the sign "to", forming part of the predicate.

247. The infinitive has *four* forms in the Active Voice; thus:

Present Indefinite:	to see
Present Imperfect or Progressive:	to be seeing
Present Perfect:	to have seen
Present Perfect Progressive:	to have been seeing.

248. There are *two* forms in the Passive Voice; thus:

Present Indefinite:	to be seen
Present Perfect:	to have been seen

EXERCISE 109

Select the infinitives in the following sentences and state their uses:

1. They heard the children laugh and sing. 2. His desire to succeed is evident. 3. They asked us to go with them. 4. I come to bury Caesar, not to praise him. 5. We are requested to come early. 6. It is not easy to climb the hill. 7. I may not go till tomorrow. 8. They did not know where to look for the missing child. 9. Her aim was to find out the secret. 10. He was not very eager to try the experiment. 11. She has no money to buy luxuries. 12. How to do it was a puzzle to them all. 13. They went to see their uncle in the country. 14. To obey is better than sacrifice. 15. His anxiety to find his money made him seem a pitiable object.

2. The Gerund

249. **The Gerund is a word which performs in part the functions of both a noun and a verb.**

The Gerund may be used:

1. As *Subject:*

Plowing is not easy work.
Fishing trout is good sport.
Working hard tires one.

2. As *Object of a Verb:*

We heard *singing* as we approached.
They like *drawing* maps.

3. As the *Object of a Preposition:*

She is tired of *sewing.*
We kept the children from *being* too noisy.
How can you succeed without *trying?*

4. As the *Complement:*

Seeing is *believing.*

250. Gerunds are sometimes made up of two or more words. Thus:

I am tired of *being taken* for someone else.
He was praised for *having done* so well in school.
The boy was ashamed of *having been beaten* in class by his sister.

251. While the gerund functions as a noun, it retains some of the functions of a verb. Thus in:

(*a*) *Neglecting* one's opportunities will not bring success.

"Neglecting" is a gerund, the subject of *will bring* but it also has an object, *opportunities.*

(*b*) He is accused of *having wasted* his time.

"Having wasted" is a gerund, the object of the preposition *of* but it also has an object, *time.*

(*c*) *Running* too rapidly affects the heart.

"Running" is a gerund, the subject of *affects* but it is modified by the adverb phrase *too rapidly.*

EXERCISE 110

Select the gerunds in the following and state the case of each:

1. He is fond of playing tricks on his sisters. 2. Hunting moose is a pleasure to many. 3. Mr. Long

prefers shooting wild animals with a camera. 4. The boy was ashamed of having been found in such a foolish plight. 5. Striving patiently will achieve much. 6. All these things show the knight's skill in hunting and hawking. 7. Cheating does not prosper. 8. He is in the habit of oversleeping himself. 9. Justice Shallow was in a rage with Falstaff for having beaten his men. 10. After reading "The Last of the Mohicans" he had a bad dream of being carried off by the Indians.

3. Participles

252. A Participle is a word which performs in part the functions of both a verb and an adjective.

1. As a *verb* it is used in the formation of the various tenses:

He is *singing* loudly.

"Singing" helps to form the present imperfect tense of "sing".

They have *tried* hard.

"Tried" helps to form the present perfect tense of "try".

2. As an *adjective* it is used to modify nouns and pronouns:

The girl, *sewing* steadily, soon finished the dress.

"Sewing" is a participle modifying the noun "girl".

Having worked well, he finally succeeded.

"Having worked" is a participle modifying the pronoun "he".

3. The participle is also used as a part of the nominative absolute:

The wind *having shifted*, it became colder.

Dinner *being* over, we returned to school.

253. The following is a table of the various participles of a transitive verb:

	Active	Passive
Imperfect:	seeing	being seen
Perfect:	having seen	seen
Perfect Progressive:	having been seeing	having been seen

254. Great care must be taken to distinguish the gerund from the present participle.

The gerund is always a noun, either in the nominative or the objective case.

Swimming is good exercise (nominative).

We heard his *shouting* long before he appeared (objective).

The man is fond of *arguing* (objective).

A participle, on the other hand, has the force of an adjective or is used to form tenses:

The man, *walking* so slowly, is evidently tired. ("walking" modifies "man")

Pushing on steadily, we came to a small hut in the woods. ("pushing" modifies "we")

He is *playing* the piano (present imperfect).

She has *been taking* music lessons (present perfect progressive).

255. Note the difference in the meaning of the following:

1. The children talked about their cousin's *visiting* them. (gerund)
2. The children talked about their cousin *visiting* them. (participle)

3. Have you heard of John's *winning* the prize? (gerund)

4. Have you heard of John *winning* the prize? (participle)

In sentence 1 they are talking of the visit; in sentence 2 of their cousin; in sentence 3 we refer to the winning of the prize; in sentence 4 to John.

In speech or writing, be precise in your use of these difficult parts of our language.

EXERCISE 111

Select the gerunds and the participles in the following sentences.

1. The revenue arising from his school was small. 2. The task of making the bridge was a hard one. 3. The boy was whistling vigorously. 4. Have you heard him singing this morning? 5. Have you heard his singing lately? 6. I am vexed at his going away so early. 7. The habit of early rising is a good one. 8. What is disturbing these birds? 9. Having listened attentively, we were able to remember the lecture. 10. Planning our trip interested us. 11. Planning our trip well, we had no difficulties whatever. 12. Interesting his audience was easy for him. 13. He has been interesting the boys in bird-life. 14. He is accused of having been bribed. 15. I have not heard of his being lost. 16. Running is good exercise. 17. Are you running in this race? 18. They are fond of running.

256. Care must be taken not to confuse the adjective ending in *ing* with the present participle:

1. The result is *amazing*. (adjective)

2. The result is *amazing* his friends (present participle)
3. It is an *interesting story* (adjective)
4. He has been *interesting* his neighbors in the scheme. (present participle)
5. The hat is *becoming* (adjective)
6. He is *becoming* popular (present participle)

In the illustrations given above, in 1, 3, and 5, it will be noted that the verb-force has disappeared, and therefore it is preferable to call the words "amazing", "interesting", and "becoming" adjectives.

257. We must try to avoid the so-called "Dangling Participle".

Looking from the bridge, the scene was magnificent.
Having climbed the hill, the lake could be seen below them in all its beauty.

The absurdity of these two sentences is obvious. They may be corrected as follows:

Looking from the bridge, we had a magnificent view.
Having climbed the hill, they saw below them the lake in all its beauty.

258. We must also avoid the "Dangling Gerund".

By working hard, the prize was won.
On digging in the garden, an old box was found.

These sentences, which are obviously absurd, may be changed as follows:

By working hard, the girl won the prize.
On digging in the garden, he found an old box.

SECTION 10—

Parsing of Infinitives, Gerunds and Participles

259. *To succeed* demands hard work.
He must *go* this afternoon.
Having worked hard, he has *earned* a holiday.
He has been *studying* hard.
They are tired of *studying.*

To succeed	infinitive, subject of "demands".
go	infinitive, depending on "must".
Having worked	perfect participle, modifying "he".
earned	past participle, forming part of the verb-phrase "has earned".
studying	present participle, forming part of the verb-phrase "has been studying".
studying	gerund, object of the preposition "of".

EXERCISE 112

Parse the infinitives, gerunds, and participles in the following sentences:

1. Do you know how to swim? 2. Do you understand swimming? 3. Swimming with all my might, I reached the man in time to save him from drowning. 4. Do you dare swim so far? 5. Seeing his car at the door, I was sure it was the doctor. 6. To be honest is to be fearless. 7. It is good to be here. 8. I like to row. 9. I like rowing. 10. Our friends told us to take the first turn to the right. 11. We were about to go. 12. He was thinking of going. 13. There is a time to

weep and a time to laugh. 14. The child ran to meet her mother. 15. Try to speak more slowly. 16. I heard the ripple washing in the reeds, And the wild water lapping on the crag. 17. I found Him in the shining of the stars, I marked Him in the flowering of His fields. 18. Do you wish to climb the mountain? 19. I insist on your speaking out plainly. 20. I would not hear your enemy say so.

Review Exercises

EXERCISE 113

Use the following verbs in the passive voice:

dig	hurt	shoot
write	sing	catch
make	give	buy

EXERCISE 114

Use the proper form of the verb be *in the blank spaces:*

1. That kind of apples.....scarce.
2. Each of the men.....provided with a gun.
3. Every one of these books.....mine.
4. Two times five.....ten.
5. My aunt with the three boys.....detained.
6. Three spoonfuls of butter.....enough for the cake.

EXERCISE 115

In the following distinguish the meaning indicated by the alternate auxiliaries:

1. I will (shall) be obeyed.
2. Shall (will) you go to school with me?
3. I will (shall) go to the store tomorrow.

4. You shall (will) succeed if you work faithfully.
5. Shall (will) you accept her offer?
6. She said she would (should) do it.
7. If you would (should) listen, you might learn something.

EXERCISE 116

Make sentences with the following verbs used transitively and intransitively:

sing	run	laugh	write
study	fought	fly	plow
dream	see	sew	buy
plant	jump	sank	leave
grow	walked	sow	sink

EXERCISE 117

Use the following in the active voice and in the passive voice:

made	washed	sang
told	tied	caught
cut	learned	buttoned
won	built	sharpened
printed	found	watered
studied	plowed	chopped

EXERCISE 118

Which of these forms is correct?

1. Where did you say Robert *is* (*was*) today?
2. I meant to *call* (to *have called*) on you.
3. I should not *like* (*have liked*) to have done it.
4. I should not like *to do* (to *have done*) it.
5. I intended to *ask* (*have asked*) him about it.
6. Who told you that James *is* (*was*) coming?

7. If you call him he *will* (*would*) come.
8. She expected to *call* (*have called*) on me.

EXERCISE 119

Give the voice, tense, mood, person, and number of the verbs in the following:

1. The delay was caused by a broken rail. 2. No taxes shall be imposed without the consent of parliament. 3. Every house was quickly purchased by people ready to pay the high rates. 4. The estate is being sold today. 5. We shall be punished if we neglect our duty. 6. When do they go for their lesson, and who is their teacher? 7. See that the door is closed. 8. Can you stay with us until you hear from your father? 9. "I'm not a serpent," said Alice indignantly.

EXERCISE 120

Turn into the active voice:

1. The tourists were charmed with the view. 2. He was hit on the head by a rifle bullet. 3. They had never before been scolded by their teacher. 4. Much damage has been caused by the rain. 5. The unfortunate man was quickly surrounded by an angry mob. 6. The whole forest will have been cleared by the lumbermen. 7. Various kinds of games are being enjoyed by the children. 8. Hundreds of new houses are being built by the city this spring.

EXERCISE 121

Turn into the passive voice:

1. The man followed me. 2. The farmer cut his wheat. 3. This answer confused the man. 4. I shall buy you a pair of gloves. 5. I did not recognize my friend.

6. The boy when angry pulled the wrong string. 7. He has finished his work. 8. I shall have finished my dinner in a few minutes. 9. I was wearing a heavy coat of mail.

EXERCISE 122

Parse the verbs in the following:

1. This is the forest primeval. 2. You have been too careless here. 3. John, close the door. 4. How can you speak so rudely? 5. I can skate across the pond. 6. I mailed your letter. 7. If I see the boy I shall tell him. 8. You may ride my horse. 9. I have written to the man. 10. Let not your heart be troubled. 11. I shall give you the book when I finish it. 12. You may go home when you finish the work. 13. Elva might have written to us. 14. You will have gone twenty miles by the time I have started. 15. The string has been broken. 16. It had been broken before you touched it. 17. I caught the horse. 18. You should have caught the horse. 19. The horse has been caught. 20. Mary is playing in the yard. 21. They will be going home tomorrow. 22. He was flying his kite. 23. Fred should have been doing his homework. 24. I am being taught my Latin. 25. He was being hurried away. 26. He was being shown the house when I called. 27. You may go home when you are through. 28. James, come here. 29. If I see the boy, I shall tell him. 30. Please bring me my books. 31. Did you say you would come? 32. You might have been mistaken. 33. John has been too careless. 34. May I skate on the pond? 35. I mailed your letter. 36. I have mailed your letter. 37. I shall have mailed your letter. 38. The door has been broken. 39. I shall have read it by Monday. 40. Could you not go?

OUTLINE SUMMARY

- **Verbs**
  - **Kinds**
    - Notional
      - Transitive
      - Intransitive
    - Copula
    - Auxiliary
  - Old / New — **Conjugations**
  - **Inflections**
    - **Voice**: Active / Passive
    - **Mood**: Indicative / Imperative / Subjunctive
    - **Tense**: Present / Past / Future + Indefinite / Progressive / Perfect
    - Person / Number — Same as Subject
  - **Use**: Predicate of Sentence
  - **Verb Forms**
    - Infinitive
    - Gerund
    - Participle

SECTION 11—Syntax of the Verb

RULE NO. X—THE VERB AGREES WITH THE SUBJECT IN PERSON AND NUMBER.

260. Sometimes intervening words divert the attention from the agreement which should exist between the subject and the predicate. In this sentence:

"Each of the boys say it is too difficult."

"each" is singular and the verb, therefore, should be "says". The cause of the error is probably the presence of the plural noun "boys". One should always keep the subject clearly in mind.

261. Again, two or more subjects connected by *and* take a plural verb, and if joined by *or* take a singular verb. Thus:

John and James *are* coming.
He and she *were* late.
Either he or she *was* wrong.
This one or that *is* enough.

262. If, however, one of the subjects should be plural, the verb will be plural. Thus we say "Neither the nails nor the hammer *are* to be found anywhere".

EXERCISE 123

Correct the following, giving reasons:

1. Either he or I are to go. 2. Each of them claim the money. 3. Both the man and his son earns a good living. 4. Every one of the rocks are covered by the sea. 5. I wonder which one of the boys do such work.

6. A few days by the sea is all we need. 7. She don't play the piano as good as she used to. 8. Have either of you seen my book? 9. This is one of the best books that has ever been written. 10. Neither Tom nor Mary were able to come.

263. Rule No. XI—Verbs in Subordinate Clauses and Verb-forms must be of such Form as not to Conflict in Tense and Mood with the Tense and Mood of the Principal Verb.

See Sequence of Tense on Page 157.

The student should be careful not to confuse the past tense with the past participle. See page 142.

Attention is also called to page 169 to the "Dangling Participle" and the "Dangling Gerund".

EXERCISE 124

Correct the following, giving reasons:

1. Sitting in the window, a car was seen on the street. 2. He said that he will come if he can. 3. They had neither ate nor drank anything. 4. On crossing the bridge, the scene was beautiful. 5. She has just swam the English Channel. 6. By working hard, success will be assured John. 7. Galileo maintained that the earth was round. 8. Having failed in his appeal, no further attempt was made.

CHAPTER VI

The Preposition

264. **A Preposition is a word which shows the relation between a noun or pronoun and some other word in the sentence.** In such a sentence as:

He gave the book on the table to me,

the preposition "on" shows the relation between the noun "table" and the noun "book"; and the preposition "to" shows the relation between the pronoun "me" and the verb "gave".

265. It should be noted that the preposition and the noun or pronoun following it form a PHRASE. In the above sentence, "on the table" is an adjective phrase modifying "book", and "to me" is an adverb phrase modifying "gave". The noun or pronoun on which it exercises its relating force is called its object and is in the objective case. It is said, therefore, that the preposition governs the objective case.

266. The object of a preposition is usually a noun or pronoun, but some other words may also be used in this way. The following are examples of the various forms of the object of the preposition:

1. NOUN — It fell over the *fence*.
2. PRONOUN — John called to *me*.
3. INFINITIVE — They were about *to go*.
4. GERUND — He succeeded by *working* hard.

5. PHRASE He has not been seen since *before dinner.*

6. CLAUSE He speaks of *what he has seen.*

267. A preposition and its object is sometimes called a prepositional phrase. As we have seen, such groups of words are regularly used as adjectives or adverbs, and are, therefore, preferably called adjective and adverb phrases. Thus, in:

The house *on the hill* is sold.
He ran *to the station.*

"on the hill" is an adjective phrase modifying "house", and "to the station" is an adverb phrase modifying "ran".

268. In the early history of our language most of our prepositions were adverbial in function; consequently, they often resemble them. Thus:

They came *across* in boats. (adverb)
They ran *across* the street. (preposition)
John came *in* to tell us. (adverb)
John came *in* a car. (preposition)

269. There are certain groups of words ending with prepositions which are used in sentences with the value of a single preposition, as:

Mary passed *out of* the room.
He came *on behalf of* his brother.

Other examples of these preposition phrases are: by the side of; in front of; by way of; instead of; in spite of; with respect to; for the sake of; on account of.

270. Occasionally the object of a preposition is omitted. In some cases the object can be supplied and the word can then be parsed as an ordinary preposition, as:

Thomas is the name he answers *to*.
(Thomas is the name to which he answers).
This is the man we are looking *for*.
(This is the man for whom we are looking).

Occasionally a preposition is omitted, as:

They entered (by) one by one.
On either side (of) the river.

271. Prepositions are sometimes hidden: "on" is changed into "a" in such phrases as "to go a-fishing", "all aboard". In a similar way "of" is changed into "o' " in such expressions as "four o'clock" and "Jack o'Lantern".

272. There are fewer than a hundred prepositions in the language; but as they express a great variety of meanings, the same preposition may be used to indicate many different relations. For example, "for" originally meant "before", or "in front of", but it is now used in many different senses, such as:

It was meant *for* a joke.
She is small *for* her age.
He acted *for* me.
John spoke *for* the first time.
The book sold *for* one dollar.
He left *for* Calgary and stayed *for* a year *for* his health.

273. We may classify prepositions as follows:

1. Expressing relation of *time*:—
since, after, till, near.

2. Expressing relation of *place:*—
   from, at, before, behind, under, on, over, near, towards, amid.
3. Expressing relation of *manner:*—
   after, by, with, about, besides.
4. Expressing relation of *cause:*—
   from, of, for, to.

274. (*a*) The simple-form prepositions are such as:

at, but, by, down, ere, for, from, in, of, off, on, since, to, up, with.

(*b*) The compound or derivative-form prepositions are such as:

into, towards, behind, before, above, within, among, besides, across, between, saving, notwithstanding, without.

275. Certain words are followed by particular prepositions. Thus we say: adapt to, confer with, associated with, derived from, assent to, agree upon (a plan) agree with (a person), agree to (a proposition), different from.

276. We parse a preposition by stating between what words it shows relation:

John stopped *at* the house *near* the hill.

at	preposition showing the relation between the noun "house" and the verb "stopped".
near	preposition showing the relation between the noun "hill" and the noun "house"

EXERCISE 125

Select the prepositions in the following, giving their kind and relation:

1. We came by way of the lakes. 2. He has gone a-hunting. 3. In spite of what you say I believe he is honest. 4. All the boys escaped but me. 5. He drove alongside of the track. 6. In addition to advising us he gave money. 7. He was about to speak. 8. There is a rink near our house. 9. I know what you are talking about. 10. Draw a circle around a given triangle. 11. All save three were lost. 12. He has not been seen since Monday. 13. They sold it for what it was worth. 14. No man knew from whence he came. 15. What relates to myself she knows nothing of. 16. A wild cry from without the fort rang on the ears of the assembled council. 17. It passed into Mortimer's mind that a change of some sort had come upon him during the last hour. 18. At this time of their watch, the water close to them would be often agitated by some impulsion given it from a distance. 19. After an hour of patient waiting for her friend, Bella was obliged to walk around the square to keep from freezing. 20. A sense of being vanquished in a struggle for the mastery might have been pieced out of his worried face.

EXERCISE 126

A

What preposition should be used with each of the following:

accord, addicted, affinity, agree, averse, confide, consist, dazzled, defer, different, differs, glad, gladdened, persist, similar, taste, hear, zealous, earnest, hope, contrast, compared.

B

Use the following in sentences as (1) adverbs, and (2) as prepositions:

across, in, down, over, before, on, by, near, after, except, since.

C

Use the following prepositions in sentences:

by the side of, because of, with respect to, on account of, in front of, for the sake of, according to, in spite of.

OUTLINE SUMMARY

- Prepositions
  - Kinds
    1. Simple: on, in, with
    2. Compound: into, without
    3. Phrasal: on account of, for the sake of
  - Form — No change in form
  - Use — To show the relation between nouns and pronouns and some preceding words in sentences, forming phrases

CHAPTER VII

The Conjunction

277. **The Conjunction is a word which joins words or groups of words.** Examples are:

John *and* George came.
We spoke to the young *but* not to the old.
He came in *when* he was called.
He called loudly *because* he was frightened.

278. The conjunction has no other use than to join. It is never associated with an *object* as is the preposition.

He ran *before* the men. (preposition)
He ran *before* the men arrived. (conjunction)

It has no antecedent as has the relative pronoun.

The book *that* is lost is a valuable one. (pronoun)
We still hope *that* you may get well. (conjunction)

It never modifies as does the adverb.

I have seen this man *before*. (adverb)
The rain fell *before* we reached home. (conjunction)

279. Conjunctions for the most part join clauses not words. The exceptions are: *and*, *or*, *but*, and of these the first is more commonly used. *But* joins words in: "He is poor *but* honest". "Or" joins words in "Bring John or James with you".

Classification

280. There are two classes of conjunctions, the Coordinate and the Subordinate.

I

281. **Co-ordinate Conjunctions join words or groups of words of the same rank in a sentence.**

1. Tom *and* Ned visited us.
2. The ball rolled over the floor *and* into the corner.
3. He must work *or* he will starve.
4. James said that he worked hard *but* that he could not get it.

In sentence 1 "and" joins the words "Tom" and "Ned", which are both subject of "visited".

In sentence 2 "and" joins the two phrases "over the floor" and "into the corner", which are both adverb phrases modifying "rolled".

In sentence 3 "or" joins the two clauses "he must work", and "he will starve" which are both independent clauses.

In sentence 4 "but" joins the two noun clauses "that he worked hard" and "that he could not get it", which are both objects of the verb "said".

282. The commonest co-ordinate conjunctions are: *and*, *or*, *but*, and *for*. There are a number of others. Co-ordinate Conjunctions may be divided into three classes:

1. Copulative: and, also, too, likewise, as well as, further, now.

Tom, Dick, *and* Harry, were there; Bill *also*.

He *as well as* his father will come.

2. Correlative: either.....or; neither.....nor;
whether.....or; both.....and;
not only.but also; at once.....and.
Either he must leave, *or* I shall go.
Neither this man sinned, *nor* his parents.

3. Adversative: (Implying something opposed):
She thinks him clever, *but* he is not.
He was late, *yet* he got in.
John was warned, *still* he went on.
He is sad *but* hopeful.
Others are: however, only, nevertheless, notwithstanding.

II

283. Subordinate Conjunctions are those which join a subordinate clause to that on which it depends.

The commonest of these are:

1. *Time and Place:* when, whence, while, until, ere, before, as long as, as soon as.

2. *Cause and Condition:* because, since, for that, if, though, as, unless, provided that.

3. *Purpose and Result:* that, so that, lest.

4. *Comparison and Contrast:* than, as, however.

Parsing of Conjunctions

284. In parsing a conjunction we state:

1. Classification
2. Syntax

Tom *and* I left *when* our lesson was finished.

and	conjunction, co-ordinate, joining the two words "Tom" and "I".
when	conjunction, subordinate, joining the clause, "our lesson was finished" to the verb "left".

EXERCISE 127

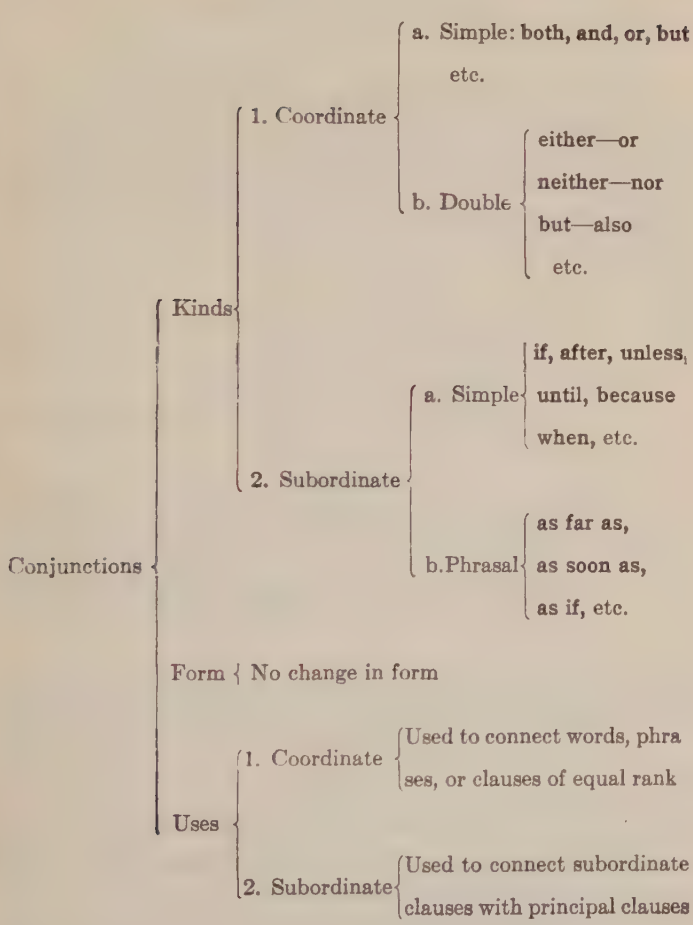
(*a*) *Give the kind and relation of the clauses in the following sentences:*

(*b*) *Parse the conjunctions.*

1. I called to him and he came. 2. The room was small but comfortable. 3. They were summoned by heralds and trumpets. 4. I trust that parliament will not be dissolved. 5. She left the room as she spoke. 6. I shall tell you where she went. 7. He tried hard, nevertheless he failed. 8. I do not know where I am. 9. I shall finish it when I please. 10. You and he are happy because you are good. 11. I shall do it, provided that you lend me some help. 12. All that art could devise and that devotion could suggest were lavished on the sufferer. 13. I could not believe my eyes when I read it. 14. Tell me both for your interest and for my own. 15. Except these abide in the ship, ye cannot be saved. 16. Either my wound has been slight, or this balsam has wrought a wonderful cure. 17. He was sent in order that we might be prepared. 18. It was old as well as ugly. 19. When night came on, I went into a cave. 20. That you have wronged me doth appear in this.

21. I do not fear him, yet I shall avoid him. 22. I humbly thank your grace, but I must away directly. 23. He had a hard task, nevertheless he succeeded. 24. They fly or fight but to die. 25. It was nor fay nor ghost. 26. Reward this gentleman, for you are indebted to him. 27. Your life lies in his mercy, therefore ask him to pardon you. 28. Grieve not that I am fallen into misfortune. 29. He will return provided that you desire it. 30. Since you are unwilling, we must decline to go. 31. I am as innocent as you are. 32. I must complete it before they return. 33. Wait until I call. 34. He died that we might live. 35. Do you know whether they have any? 36. They asked if the road was clear. 37. I shall be there as well as he. 38. I cannot go because I have not the means. 39. He is guilty for I saw him do it myself. 40. I met him as I was coming. 41. Of Prince John thou thinkest as I do. 42. He has done it as well as I expected. 43. John is not so foolish as you imagine. 44. It never rains but it pours. 45. Whether shall I bring it or send it? 46. The chief or leader was a strong man. 47. I shall tell you ere we go further. 48. They could not turn before he was upon them. 49. And art thou cold and lowly laid? 50. And so you are the guilty one? 51. They threatened to beat him unless he confessed. 52. Go, herald, and ask her whether she expects any one to do battle for her.

OUTLINE SUMMARY



Syntax of Conjunctions

285. Rule No. XII—Co-ordinate Conjunctions join Similar Elements, and Subordinate Conjunctions join Dissimilar Elements.

Care is to be taken that we do not have improper subordination of clauses. Such a sentence as, "We walked three miles when we found a good place to camp", is incorrect because the obvious meaning is "We found a good place to camp when we had walked three miles".

286. (*a*) Do not use *like* as a conjunction. Thus we say:

(1) "He talks *like* a wise man", and "He talks *as* a wise man would talk".

(2) "He writes *like* Carlyle", and "He writes *as* Carlyle would write".

(*b*) Do not use *and* before a relative pronoun, unless it connects two clauses having the same antecedent.

(*c*) After negatives it is better to use *so* rather than *as*.

287. Do not omit necessary conjunctions. Do not say:

"This book is as good if not better than that."

say

"This book is as good as that, if not better."

Place the co-relative terms so that there will be no doubt of the relation of each:

Father gave me not only the Electric, but taught me how to run it also.

Father not only gave me the Electric, but he also taught me how to run it.

EXERCISE 128

Correct with reasons:

1. Work like I do. 2. He acts iike he knew all about it. 3. He is a man of some ability and who has held many prominent positions. 4. He is not sleeping as good as usual. 5. He spoke his piece like he had studied it carefully. 6. He can do that work just as well as me. 7. He has neither sold his horse nor his buggy.

CHAPTER VIII

The Interjection

288. **An Interjection is a word that expresses some sudden or intense feeling of joy, surprise, disgust, sorrow, or pain;** as:

oh! alas! hurrah!

289. Strictly speaking, it is not a "part of speech" because it does not enter into grammatical relation with any other "parts" to form what we call a sentence. Thus, "ah" may express such different feelings as joy, pain, surprise, disgust, according to the way it is uttered.

290. Interjections are abbreviated expressions which take the place of sentences. Each language has its own set of interjections, more or less peculiar to it, but some are common to many, as: ha! oh!

291. Some of the common English interjections are:

1. of *joy or pleasure:* oh! ah! ha! hurrah!
2. of *pain or suffering:* oh! ah! alas! dear me!
3. of *contempt:* pshaw! fie! whew! pooh!
4. of *calling attention:* ho! hollo! hem!
5. of *quieting:* hist! hush! mum!
6. of *startling:* bang! ding-dong!

292. Usually the sentence will serve to express our thought. When, however, one is aroused to strong and sudden feeling, one is apt to abandon much of the sentence and utter only one or two emphatic words, accompanied with tone and gesture. Some of these are used in this manner so often that they may be called interjections. Thus:

what, why, indeed, behold.

293. The real force of the interjection depends upon the tone of the voice with which it is uttered and perhaps the gesture with which it is accompanied. When under the stress of feeling, one's expressions may change from the sentence-form to vigorous single words and become interjections. One should be sparing in the use of interjections particularly when they indicate loose or lazy thinking.

294. Some words which now appear as interjections are really contracted or disguised forms; thus:

zounds ("by God's wounds"),
O dear (O dieu, "O God")
Alas (ah lasso, "O miserable me")

295. The commonest ones, however, are mere spontaneous utterances and do not originate in other forms, as:

O! Oh! pshaw! pooh!

296. The interjection is sometimes combined with other words to form exclamatory phrases; thus:

Ah me! O horror! What ho!
O for a calm, a thankful heart!
Fie, how my bones ache!

297. Sometimes words properly belonging to other parts of speech, when used in an unconnected manner, are really interjections, as:

Strange! Indeed! Impossible! Prodigious!

298. Significant words uttered independently should not be called interjections. Thus:

"Order, gentlemen, order!" means "Come to order".

299. The Interjection resembles the verb more than it does any other part of speech. This is owing to the fact that the verb which is the centre of the predicative force, is, in the interjection, held in abeyance by the feelings.

300. The *O* used with the nominative of address is very common, as:

To your tents, O Israel.
Give ear, O ye heavens.
Justice, O royal duke.

301. The exclamation point is generally used with the interjection. It may be placed:

1. after the interjection: Such alas! is his punishment.
2. at the end of the sentence: O, I have not taken the right one!

302. We parse an interjection by stating that it is such, and by giving the purpose for which it is used.

EXERCISE 129

(*a*) *Explain the nature of the interjection.*

(*b*) *Give examples of interjections expressing joy, sorrow, surprise, and hatred.*

(*c*) *Parse the interjections in the following:*

1. Ha! no more moving?
2. O fie! I could not do it.
3. Alas! what have I done?
4. O sweet Adare!, O lovely vale!
5. Ah! my heart is weary waiting,
   Waiting for the May.

EXERCISE 130

Correct, giving reasons:

1. This and that man was born there. 2. Neither Thomas nor John were present. 3. Bacons Essays are the most important of these two books. 4. If he don't know, I am sure I don't. 5. I heard of him saying as you was ill. 6. If I was to run quick, I would fall. 7. He said he won't give me none. 8. I was going to have wrote a letter. 9. I saw many dead soldiers

riding across the battle field. 10. I never remember to have seen such a storm. 11. He seldom took up the Bible which he frequently did without shedding tears. 12. Wanted a boy to open oysters with a reference. 13. If the milk does not agree with the baby, it should be boiled. 14. Towards the end of his life he committed suicide. 15. The horse is a noble animal, but if you treat him unkindly he will not do so. 16. Salt is what makes the potatoes taste nasty when you don't put any on. 17. I will go and try. 18. It is one of the most valuable books that has appeared for many years. 19. Johnson's Lives of Poets are now published in a three volume edition. 20. He picked up the man who he had knocked down. 21. Ask him to let you and I go. 22. Between you and I there can be no difference of opinion on this subject. 23. Whom do you suppose was going for it? 24. He pays no regard to those kind of things. 25. He walks exactly like his father did. 26. Let him and I settle who we will invite. 27. My niece, whom it was supposed had been lost, is a girl of ten years of age. 28. The lion, having laid down, roared loud. 29. As he lay down the book, it fell to the floor. 30. He lay himself down. 31. Thou dashest him to earth—there let him lay. 32. Will you lose that knot for me? 33. The prisoner was hung at sunrise. 34. Mary sung two beautiful songs. 35. They were on the wharf and jumped in the water. 36. Johnson's car don't run good. 37. The president and secretary were both present. 38. I expect to thoroughly enjoy that concert. 39. That is Jack, him

that won the prize. 40. He threw the book in the waste paper basket. 41. He shall be forty next birthday. 42. Her and I were in the same house. 43. Neither of these four girls are able to write a good essay. 44. We dress quite different to our ancestors. 45. Being stolen, the Bank refused to honor the note. 46. Everyone, and more especially the children, has their heroes and heroines. 47. It made her mad to see their money chucked away to other people, and they getting no good of it. 48. Nobody ever put so much of themselves into their work. 49. To Addison, Defoe, and Fielding are due the honor of creating the English novel. 50. You must help my husband and I who are only poor people. 51. That is a boy who I do not trust. 52. Arithmetic appeals to me most of all other subjects. 53. They murmured and whispered among each other. 54. Methylated spirits are supposed to be impossible to drink, yet it is done. 55. Hardly was he out than the master saw him running. 56. He could name people whom he knew were above such things. 57. Who did you say the agent represents? 58. She suffers a vast deal. 59. I am not allowed to go to parties only on Fridays. 60. It was so dark I couldn't hardly see the road. 61. He could not find it nowhere. 62. There was such a crowd, there wasn't scarcely standing room. 63. Walking across the yard, my hat was knocked off by the ball. 64. Going into the garden, the grass wet my feet.

CHAPTER IX

Words with Several Functions

303. **As** is a difficult word to classify:

1. CONJUNCTION — As he did this, the crowd cheered.
They did *as* they liked.

2. RELATIVE PRONOUN — Such books *as* you gave me, I have carefully read.
These are the same *as* we had before.

3. ADVERB — She studied *as* hard as (conjunction) she could.
They worked *as* quietly as (conjunction) we wished.

Sometimes "as" may be called a PARTICLE rather than a "part of speech". Thus:

He acted *as* chairman.
They elected him *as* captain.

304. **As well as** has two uses which should be distinguished. In the sentence "The mother *as well as* the father worked to provide for the large family", it is better to regard the italicized phrase as a conjunction.

In the sentence "Tom did not write *as well as* his brother", we must take the words separately; thus:

as is an adverb modifying *well*,
well is an adverb modifying *did write*,
as is a subordinate conjunction joining two clauses.

305. **Before** and **after** may be used as follows:

1. ADVERB — We look *before* and *after*.
2. CONJUNCTION — They were studying well *before* he came.
   She was very busy *after* she received the appointment.
3. PREPOSITION — The boys ran quickly *before* me.
   He arrived *after* the appointed time.

306. **But** is used in the following ways:

1. CONJUNCTION — Many are called *but* few are chosen.
2. PREPOSITION — They all passed *but* (except) me.
3. ADVERB — There were *but* (only) twenty people present.
4. RELATIVE PRONOUN — There was no one *but* shouted with joy.

"But" is used by Shakespeare as a verb and a noun when he says:

"*But* me no *buts.*"

307. **either** and **neither** have several uses.

1. ADJECTIVE — *Either* boy can do that work.
   Neither boy has studied much.
2. PRONOUN — *Either* of the two girls will do that task well.
   Neither of them is at home today.
3. CONJUNCTION — *Either* John or Harry did this.
   Neither Mary nor Kate came this afternoon.

308. **Even** may be used as follows:

1. ADJECTIVE They went to *even* song.
2. VERB They *even* the score in the second half.
3. NOUN They play odds and *even*.

"Even" has usually an intensive force with little of the function of any part of speech. It may be considered a particle under such conditions:

1. *Even* then the matter was not decided.
2. He has *even* denied that remark of his.
3. *Even* if he does that, I shall say nothing.

In the sentences above, *even* has something of the function of an *adverb*.

4. Today he praised *even* me.
5. *Even* Clara has worked that problem.
6. They did not see *even* one of their friends.

In sentences 4, 5, and 6, *even* has, in part, the function of an *adjective*.

309. **Except** has various uses:

1. PREPOSITION All were present *except* him.
2. CONJUNCTION (in earlier writings) *Except* these abide in the ship, ye cannot be saved.
3. VERB In matters of this kind, we *except* no one (make no exceptions).

The form *excepting* is often a preposition:

Excepting one parcel, all the freight was received despite the accident.

310. **Half** has three functions:

1. NOUN — The *half* of that money is mine.
2. ADJECTIVE — I do not believe in *half* measures.
3. ADVERB — She was *half* crazy with pain.

311. **However** is used in two ways:

1. ADVERB — We are, *however*, ready for him. *However* sad he may be, he tries to look cheerful.
2. CONJUNCTION — We failed last time; *however*, we shall try again.

312. **Just** has the following uses:

1. NOUN — The rain falls alike on the *just* and the unjust.
2. ADJECTIVE — The *just* man is a valued member of any community.
3. INTERJECTION — *Just* think of it!
4. ADVERB — *Just* before we came up, our friends drove off.

313. **Like** has several functions in our language:

1. ADJECTIVE — Mary is *like* him in this respect. (*him* is objective case after the adjective *like*, the preposition *to* being, perhaps, understood).
2. PREPOSITION — Jack acted *like* him in many ways.
3. VERB — We *like* to do that work.
4. NOUN — They have their *likes* and dislikes.

314. **Little** has several functions:

1. QUALITATIVE ADJECTIVE — He is a *little* boy.
2. QUANTITATIVE ADJECTIVE — He has *little* money.
3. NOUN — We have left *little*.
4. ADVERB — They work *little*.

315. **Needs** has three functions:

1. NOUN — Our *needs* are few.
2. ADVERB — He must *needs* interrupt the speaker.
3. VERB — She *needs* a great deal of care.

316. **Only** has three uses also:

1. ADJECTIVE — *Only* Fred was elected.
   He will do *only* that kind of work.
2. ADVERB — He may fail; he can *only* try with all his might.
   He came *only* once.
3. CONJUNCTION — You may go swimming; *only* be careful.

The position of the word "only" is very important. Note the change in the meaning of the following sentences:

(*a*) Only Tom offered to read the first stanza of this poem.

(*b*) Tom only offered to read the first stanza of this poem.

(*c*) Tom offered only to read the first stanza of this poem.

(*d*) Tom offered to read only the first stanza of this poem.

(*e*) Tom offered to read the first stanza of this poem only.

317. **Round** may be used as follows:

1. Preposition	He walked *round* the square.
2. Adverb	They ran *round* and *round*.
3. Verb	We *round* the corners of the box.
4. Noun	She has ordered a *round* of beef. The pugilists fought ten *rounds*.
5. Adjective	The world is *round*.

318. **Since** has three functions:

1. Conjunction	We came away *since* we were not wanted.
2. Preposition	They have not seen him *since* June.
3. Adverb	I have not heard from them *since*.

319. **Than** has two uses:

1. Conjunction	He is taller *than* I (am). She is smaller *than* her sister (is).
2. Preposition	Shakespeare, *than* whom there is no greater poet, was born in 1564.

It is incorrect to say: "He works harder than *me*." "They play better than *her*."

We must say "He works harder than *I*." "They play better than she."

In a sentence such as "He was disappointed more than once", "more than once" can be taken as an adverb modifying "was disappointed", equivalent to "often".

320. **That**, too, has numerous uses:

1. Adjective	*That* book is very interesting.
2. Demonstrative Pronoun	This parcel belongs to me; *that* is yours.
3. Relative Pronoun	The evil *that* men do lives after them.
4. Conjunction	We hope *that* he will succeed.
5. Noun	*That* is a word of four letters.

321. **Up** is used in different ways:

1. Adjective	The train is on the *up* grade.
2. Preposition	She walked *up* the hill.
3. Adverb	They ran *up* to me.

322. **What** is used as follows:

1. Adjective	*What* book did you lose?
2. Interrogative Pronoun	*What* did he say?
3. Relative Pronoun	She has done *what* she could.
4. Interjection	*What!* another new hat!
5. Adverb	*What* with grief and *what* with suffering, life is hardly worth living.

This chapter, which is by no means exhaustive, is intended for reference only.

CHAPTER X

ANALYSIS OF SENTENCES

There are many ways of analyzing sentences. We here present several methods. The first is that adopted by the authors of this text.

1. The man who lives in that house is the owner of a gold mine.

2. That we have the better team is certain because the trainer says that our men are the heavier, and that they are the better trained.

3. To be pleasant when everything is going as we wish is no difficult task, but it is not easy to be pleasant when everything seems to be going wrong.

A

1. Kind: Complex Assertive,

1. The man is the owner of a gold mine,

2. who lives in that house (adjective, modifying "man" in No. 1.)

2. Kind: Complex Assertive,

1. (Clause No. 2) is certain,

2. That we have the better team (noun, subject of "is" in No. 1)

3. because the trainer says (clauses Nos. 4 and 5),(adverb, modifying "is certain" in No.1).

4. that our men are the heavier (noun, object of "says" in No. 3.)

5. (and) that they are the better trained (noun, object of "says" in No. 3.)

3. Kind: Compound-Complex Assertive,

1. To be pleasant is no difficult task,

2. when everything is going (adverb, modifying "to be pleasant" in No. 1)

3. as we wish (adverb, modifying "is going" in No. 2)

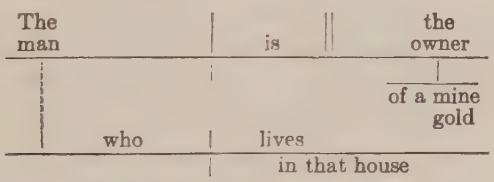
4. but it is not easy to be pleasant

5. when everything seems to be going wrong (adverb, modifying "to be pleasant" in No. 4).

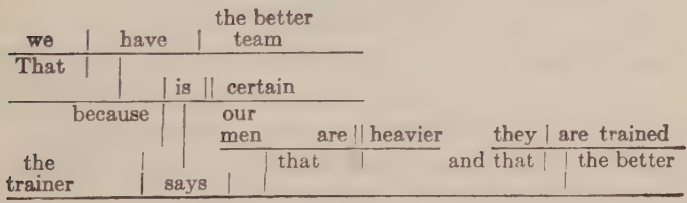
B

Here is a form used by several teachers with, of course, more or less individual changes:

Sentence 1:



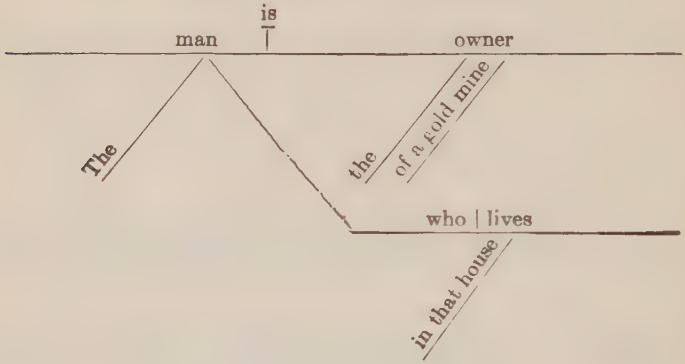
Sentence 2:



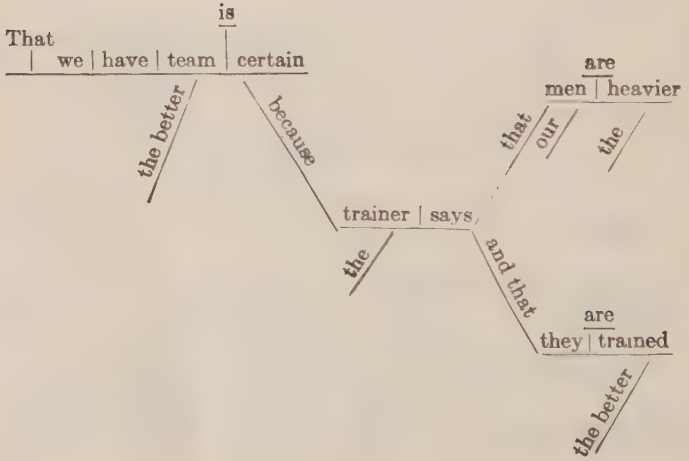
C

This method of diagram is a little more complex:

Sentence 1:



Sentence 2:



If the sentences are long, diagraming as in B and C becomes quite complex. In shorter sentences for quick blackboard work some such method may be developed and used with profit.

D

The following method of analysis is preferred by many:

1. Kind: Complex Assertive,

A. The man is the owner of a gold mine

a. who lives in that house (adjective modifying "man" in *A.*)

2. Kind: Complex Assertive,

A. Clause $1a^1$ is certain

$1a^1$. That we have the better team (noun, subject of *A.*)

$2a^1$. because the trainer says clauses $1a^2$ and $2a^2$ (adverb, modifying "is certain" in *A.*)

$1a^2$. That our men are the heavier (noun, object of "says" in $2a^1$.)

$2a^2$. (and) that they are the better trained (noun, object of "says" in $2a^1$.)

3. Kind: Compound-Complex Assertive,

A. To be pleasant is no difficult task,

a^1. when everything is going (adverb, modifying "to be pleasant" in *A.*)

a^2. as we wish (adverb, modifying "is going" in a^1.)

B. but it is not easy to be pleasant

b. when everything seems to be going wrong (adverb, modifying "to be pleasant" in *B.*)

NO.	MOD. OF SUBJECT	SUBJECT	PREDICATE	COMPLEMENT	MOD. OF OBJECT	OBJECT	MOD. OF PREDICATE	CONNECTIVES
1. 1.	The, clause 2	man	is	the owner of a gold mine.				
2.		who	lives				in that house	
2. 1.		clause 2	is	certain			clause 3	
2.		we	have		the better	team		That
3.	the	trainer	says			clauses 4 and 5		because
4.	our	men	are	the heavier				that
5.		they	are	the better trained.				and, that
3. 1.	clause 2	To be pleasant	is	no difficult task,				
2.		everything	is going				clause 3	when
3.		we	wish					as
4.		it (to be pleasant)	is	easy			not clause 5	but
5.		everything	seems	to be going wrong				when

SENTENCES FOR ANALYSIS

The following are selected for exercises in the analysis of longer sentences. The parsing of words and selection of phrases may also be reviewed here.

1

(*a*) In hope of giving longevity to that which its own nature forbids to be immortal, I have devoted this book, the labor of years, to the honor of my country, that we may no longer yield the palm of philology, without a contest, to the nations of the continent.

(*b*) When I am animated by this wish, I look with pleasure on my book, however defective, and deliver it to the world with the spirit of a man that has endeavored well.

(*c*) As I live in a place, where even the ordinary tattle of the town arrives not till it is stale, and which produces no events of its own, you will not desire any excuse from me for writing so seldom.

2

(*a*) Surprised at this strange method of journeying, the messenger came up, and told the commodore that his lady and her company expected him in the church, where they had tarried a considerable time, and were beginning to be very uneasy at his delay.

(*b*) The courier, finding he had to do with people who would not be easily persuaded out of their own opinions, returned to the temple and made a report of

what he had seen and heard, to the no small consolation of the bride, who had begun to discover some signs of disquiet.

(*c*) Some imagined he had mistaken the place of rendezvous, as he had never been at church since he first settled in the parish; others believed he had met with some accident, in consequence of which his attendants had carried him back to his own house; and a third set, in which the bride herself was thought to be comprehended, could not help suspecting that the commodore had changed his mind.

3

(*a*) The illuminations began before we arrived, and I must confess that upon entering the gardens I found every sense overpaid with more than expected pleasure.

(*b*) You must observe, my friend, that it is the custom of this country, when a lady or gentleman happens to sing, for the company to sit as mute and as motionless as statues.

(*c*) Every feature, every limb must seem to correspond in fixed attention, and while the song continues they are to remain in a state of universal tranquillity.

4

(*a*) It is gone, that sensibility of principle, that chastity of honor, which felt a stain like a wound, which inspired courage whilst it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half of its evil by losing all its grossness.

(*b*) Whatever may be the intention (which, because I do not know, I cannot dispute) of those who would discontent mankind by this strange pity, they act towards us, in the consequences, as if they were our worst enemies.

(*c*) If a man were called to fix the period in the history of the world during which the condition of the human race was most happy and prosperous, he would, without hesitation, name that which elapsed from the death of Domitian to the accession of Commodus.

5

(*a*) As he spoke, he grasped the tall Hungarian round the waist, and, unmatched in wrestling as in other military exercises, hurled him backwards with such violence that the mass flew as if discharged from a military engine, not only through the ring of spectators who witnessed the extraordinary scene, but over the edge of the mount itself, down the steep side of which Wallenrode rolled headlong, until, pitching at length upon his shoulder, he dislocated the bone, and lay like one dead.

(*b*) "I am satisfied with things as they are; and it will be my pride and pleasure to hand down this country to my children as I received it from those who precede me," said Mr. Woodles.

(*c*) They were under the particular guardianship of the coachman, to whom, whenever an opportunity presented, they addressed a host of questions, and pronounced him one of the best fellows in the world.

6

(*a*) The most triumphant death is that of the martyr; the most awful that of the martyred patriot;

the most splendid that of the hero in the hour of victory; and if the chariot and the horse of fire had been vouchsafed for Nelson's translation, he could scarcely have departed in a brighter blaze of glory.

(*b*) It is not strange that even his stout heart should now and then have sunk, when he reflected against what odds, and for what a prize, he was in a few hours to contend.

(*c*) Then he comes to understand how it is that lines, the birth of some chance morning or evening at an Ionian festival, or among the Sabine hills, have lasted generation after generation, for thousands of years, with a power over the mind, and a charm, which the current literature of his own day, with all its obvious advantages is utterly unable to rival.

7

(*a*) It is on nights when the wind blows its hardest, but makes no rift anywhere for a star to peep through, that the Golden Drugget, as I approach it, gladdens my heart the most.

(*b*) Up to this time, incredible as it seems, Scott had only once spared himself the agony of writing in his journal, so nothing could be more pathetic and significant than the fact that at last he was unable any longer to keep a daily record of this magnificent journey.

(*c*) What, then, is Time, that he should have power to make away with the dearest memories of seven and twenty generations?

8

(*a*) The way in which all this work was done, all this knowledge was accumulated, was, among the other peculiarities of his genius, the most amazing.

(*b*) I wonder if she deceived me when she affected to think that there were others like us, or whether I saw through her from the first, she was so easily seen through.

(*c*) When he got up it was with the suggestion that he must do something at once or there would be a broadside smash accompanied by explosions of dynamite in which both ships would be blown up and every soul on board of them would vanish off the earth in an enormous flame and uproar.

9

(*a*) It happened in our time that Gormack, having quarrelled with the factor about a feeding byre he wanted built, flung up his lease in a huff, and it was taken at an enormous increase by a guileless tradesman from Muirtown, who had made his money by selling "pigs" (crockery-ware), and believed that agriculture came by inspiration.

(*b*) Had a tenant been in danger of eviction, then the Glen had risen in arms, as it did in the case of Burnbrae; but this was a harmless trial of strength which the Glen watched with critical impartiality.

(*c*) Three weeks later there was another accidental meeting, when the factor and Hillocks discussed the price of fat cattle at length, and then drifted into the lease question before parting.

10

(*a*) When the men who were exploring the pit ascertained that the water had reached a certain level, they knew that the imprisoned colliers could not be rescued without great difficulty.

(*b*) Being angry with one who controverts an opinion which you value, is a necessary consequence of the uneasiness which you feel.

(*c*) I reason'd with a Frenchman yesterday,
Who told me, in the narrow seas that part
The French and English, there miscarried
A vessel of our country richly fraught;
I thought upon Antonio when he told me
And wish'd in silence that it were not his.

11

(*a*) This missive I carried at once to Mr. Henry; and I think there was but the one thought between the two of us: that it had come a week too late. I made haste to send an answer to Colonel Burke, in which I begged him, if he should see the Master, to assure him his next messenger would be attended to. But with all my haste I was not in time to avert what was impending.

(*b*) Even the sound of the Waits, rude as may be their minstrelsy, breaks upon the mid-watches of a winter night with the effect of perfect harmony. As I have been awakened by them in that still and solemn hour "when deep sleep falleth upon man," I have listened with a hushed delight, and, connecting them with the sacred and joyous occasion, have almost fancied them into another celestial choir announcing peace and good-will to mankind.

(*c*) That honesty is the best policy, is a maxim which we firmly believe to be generally correct, even with respect to the temporal interests of individuals; but with respect to societies, the rule is subject to still fewer exceptions, for this reason, that the life of societies is longer than the life of individuals. It is possible to mention men who have owed great worldly prosperity to breaches of private faith; but we doubt whether it be possible to mention a state which has on the whole been a gainer by a breach of public faith. The entire history of British India is an illustration of the great truth, that it is not prudent to oppose perfidy to perfidy, and that the most efficient weapon with which men can encounter falsehood is truth.

12

(*a*) It is to be regretted that those early writers who treated of the discovery and settlement of America have not given us more particular and candid accounts of the remarkable characters that flourished in savage life. The scanty anecdotes which have reached us are full of peculiarity and interest; they furnish us with nearer glimpses of human nature, and show what man is in a comparatively primitive state and what he owes to civilization.

(*b*) My father, you must know, is a bigoted devotee of the old school, and prides himself upon keeping up something of old English hospitality. He is a tolerable specimen of what you will rarely meet with nowadays in its purity, the old English country gentleman; for our men of fortune spend so much of their time in town,

and fashion is carried so much into the country, that the strong rich peculiarities of ancient rural life are almost polished away.

(*c*) And all night long his face before her lived,
As when a painter, poring on a face,
Divinely thro' all hindrance finds the man
Behind it, and so paints him that his face,
The shape and color of a mind and life,
Lives for his children, ever at its best.
And fullest; so the face before her lived,
Dark-splendid, speaking in the silence, full
Of noble things, and held her from her sleep,
Till rathe she rose, half-cheated in the thought
She needs must bid farewell to sweet Lavaine.

13

(*a*) His tone was so cutting that I managed to do as he bid by a sort of instinct, my mind being all the time quite lost. No sooner had I picked up the portmanteaux than he turned his back and marched off through the long shrubbery, where it began already to be dusk, for the wood is thick and evergreen. I followed behind, loaded almost to the dust, though I profess I was not conscious of the burthen; being swallowed up in the monstrosity of this return, and my mind flying like a weaver's shuttle.

(*b*) It was on him the burthen fell. How was he to respond to the public advances of one who never lost a chance of gibing him in private? How was he to smile back on the deceiver and the insulter? He was condemned to seem ungracious. He was condemned to silence. Had he been less proud, had he spoken, who

would have credited the truth? The acted calumny had done its work; my lord and Mrs. Henry were the daily witnesses of what went on; they could have sworn in court that the Master was a model of long-suffering good-nature, and Mr. Henry a pattern of jealousy and thanklessness. And ugly enough as these must have appeared in anyone, they seemed tenfold uglier in Mr. Henry; for who could forget that the Master lay in peril of his life, and that he had already lost his mistress, his title, and his fortune?

(*c*) And Gareth likewise on them fixt his eyes
So long that even to him they seem'd to move.
Out of the city a blast of music peal'd.
Back from the gate started the three, to whom
From out thereunder came an ancient man,
Long-bearded, saying, 'Who be ye, my sons?'

14

(*a*) The words of sweet Shakespeare were just passing through my mind as the clock struck midnight from the tower of the church in which he lies buried. There was a gentle tap at the door, and a pretty chambermaid, putting in her smiling face, inquired, with a hesitating air, whether I had rung. I understood it as a modest hint that it was time to retire. My dream of absolute dominion was at an end; so abdicating my throne, like a prudent potentate, to avoid being deposed, and putting the Stratford Guide-Book under my arm as a pillow companion, I went to bed, and dreamt all night of Shakespeare.

(*b*) We fear that the volumes before us will not much attract those readers whom Orme and Mill have repelled. The materials placed at the disposal of Sir John Malcolm by the late Lord Powis were indeed of great value. But we cannot say that they have been very skilfully worked up. It would, however, be unjust to criticise with severity a work which, if the author had lived to complete and revise it, would probably have been improved by condensation and by a better arrangement. We are the more disposed to perform the pleasing duty of expressing our gratitude to the noble family to which the public owes so much useful and curious information.

(*c*) Look how the floor of heaven
Is thick inlaid with patines of bright gold:
There's not the smallest orb which thou behold'st
But in his motion like an angel sings,
Still quiring to the young-eyed cherubins;
Such harmony is in immortal souls;
But whilst this muddy vesture of decay
Doth grossly close it in, we cannot hear it.

15

(*a*) The remainder of that night I paced to and fro on the smooth highway, reflecting on the future and the past. My thoughts, which at first dwelled tenderly on those who were just gone, took a more manly temper as I considered what remained for me to do. Day came upon the inland mountain-tops, and the fowls began to cry, and the smoke of homesteads to arise in the brown bosom of the moors, before I turned my face homeward, and went down the path to where the roof of Durrisdeer shone in the morning by the sea.

(*b*) Here are a few of the unpleasant'st words
That ever blotted paper! Gentle lady,
When I did first impart my love to you,
I freely told you, all the wealth I had
Ran in my veins, I was a gentleman;
And then I told you true: and yet, dear lady,
Rating myself at nothing, you shall see
How much I was a braggart. When I told you
My state was nothing, I should then have told you
That I was worse than nothing; for indeed
I have engaged myself to a dear friend,
Engaged my friend to his mere enemy,
To feed my means.

(*c*) How came the lily maid by that good shield
Of Lancelot, she that knew not even his name?
He left it with her, when he rode to tilt
For the great diamond in the diamond jousts,
Which Arthur had ordain'd, and by that name
Had named them, since a diamond was the prize.

16

(*a*) He knew that he had to deal with men destitute of what in Europe is called honor, with men who would give any promise without hesitation, and break any promise without shame, with men who would unscrupulously employ corruption, perjury, forgery, to compass their ends. His letters show that the great difference between Asiatic and European morality was constantly in his thoughts. He seems to have imagined, most erroneously in our opinion, that he could effect nothing against such adversaries, if he was content to be bound by ties from which they were free, if he went on

telling truth, and bearing none, if he fulfilled, to his own hurt, all his engagements with confederates who never kept an engagement that was not to their advantage.

(*b*) From the waywardness and impatience of control which had characterized Clive, both at school and in the counting-house, it might have been expected that he would not, after such achievements, act with zeal and good humor in a subordinate capacity. But Lawrence had early treated him with kindness; and it is bare justice to Clive to say that, proud and overbearing as he was, kindness was never thrown away upon him. He cheerfully placed himself under the orders of his old friend, and exerted himself as strenuously in the second post as he could have done in the first.

CHAPTER XI

GENERAL REVIEW EXERCISES

ONE

1. Give clausal analysis of the following sentences:

When we are employed in reading a great and a good author, we ought to consider ourselves as searching after treasures, which, if well and regularly laid up in the mind will be of use to us on sundry occasions in our lives.

2. Select the prepositions in the sentence above, and state the kind of phrase each introduces.

3. Give detailed analysis of the following:

To know that all is well, even if late
We come to know it, is at least some gain.

4. Name and give examples of the three ways by which the gender of nouns is indicated. What effect has personification upon gender of nouns?

5. Write in sentences the possessives, singular and plural, of the following nouns: tigress, step-father, man-servant, child, commander-in-chief, mouse.

6. Give the plurals of the following words: phenomenon, axis, genius, penny, capful, Miss Wallace, Mussulman, Dutchman, glass, tomato, wharf, erratum, index, coat-of-mail, brother, two.

(Note:—Some of these words have two plural forms).

7. Write in sentences examples of: cognate object, nominative absolute, nominative in apposition, adverbial object, retained object, indirect object, objective complement, nominative as complement.

TWO

1. Give clausal analysis of the following sentences:

I *have* often *thought how* interesting a *magazine* article might be written by *any* author who would detail step by step the *processes* by which any one of his compositions *attained* its ultimate point of completion.

2. Parse the words in italics in Question 1.

3. Write sentences in which you use the relative pronouns, who, which, that.

4. What is meant by the antecedent of a pronoun? Write several sentences and underline the antecedents of the pronouns used.

5. Write sentences in which you distinguish the following words used (*1*) as pronouns (*2*) as adjectives:

some, which, that, either, several, much.

6. Correct the following sentences, giving reasons:

(*a*) Between you and I there is little difference.

(*b*) You are a greater worker than him.

(*c*) I thought it to be he.

(*d*) There is the man whom he said would be elected.

(*e*) Each of them shall have their turn at the game.

(*f*) Sorrow not as them that have no hope.

(*g*) Let Jack and I go for a skate, please.

(*h*) The three girls were talking to each other.

THREE

1. Give clausal and detailed analysis of the following sentences:

"What thou seest," said he, "is that portion of eternity which is called time."

2. Parse all the words in Question 1.

3. What are auxiliary verbs? Name three of the most important and give an illustration how each is used.

4. State whether the following verbs are notional or copula; give reasons:

He remains indifferent. He remains in Halifax for the winter.

They looked at the picture. They looked weary.

She tasted the apple. The apple tasted sour.

The blind man felt sad. The blind man felt his way carefully.

Potatoes are growing in that field. They are growing taller every day.

5. Use in sentences the following verbs: (*1*) transitively, (*2*) intransitively: board, try, play, dream, sweep, break, write, send.

6. Write sentences illustrating the imperative, indicative, and subjunctive moods of verbs.

7. Write in sentences the active and the passive voices of the following verbs (any tense): sing, strike, rub, drive, thrust, place, set, lay, build, teach.

FOUR

1. Give clausal analysis of the following sentence:

When he *had raised* my thoughts by *those transporting* airs which he played, to taste the pleasure of his

conversation, he beckoned to me and by the *waving* of his hand *invited* me to approach the place where he *was sitting*.

2. Parse the words in italics in Question 1.

3. Form adjectives from these nouns and use each in a sentence: hero, disaster, south, quarrel, wonder, France, Isle of Man, part, pity, pride.

4. (*a*) What is meant by the comparison of the adjective?

(*b*) Compare the following: honest, weary, proud, few, good, ungrateful, thin, gay, dry, jealous, flat, late.

5. Use the correct form of *a* or *an* with the following: union, oasis, onion, youth, outing, university, apple, engine, usurper, heiress, history, historical novel, useless, hour, habitual error, European.

6. Distinguish between the following:

1. A black and (a) white dog.

2. The Secretary and (the) Treasurer.

3. Hand me a (the) lamp.

4. Shall I tell you a (the) story of a (the) boy and a (the) bear?

7. State any errors in these sentences. Correct each:

(*a*) He won most golden opinions from all.

(*b*) Either of these compositions is good but Fred's is best.

(*c*) China has the largest population of any country.

(*d*) Of the three sisters which do you think is the better student?

FIVE

1. Give clausal and detailed analysis of the following sentence:

My lord, I see a man should never vow
He will not do a thing, for second thoughts
Belie the purpose.

2. Write sentences using the four main classes of adverbs (two of each).

3. Distinguish the meaning of these sentences:

(*a*) He has only apples to sell today.
Only he has apples to sell today.

(*b*) They found the path easy, (easily).

(*c*) The boy appears quick, (quickly).

(*d*) She looks careful, (carefully).

4. Use the following words (*1*) as adjectives, (*2*) as adverbs: far, well, hard, home, fast, past.

5. Fill in the blanks in the following sentences with the proper forms of *lie* or *lay*:

(*a*) He has .....down for an hour.

(*b*) She.....the book on the table and then .....on the chesterfield.

(*c*) I am.....my pencil aside in order to .....down to rest my eyes.

(*d*) We have.....the burden down.

(*e*) The book is.....on the floor; there let it.....

6. Correct errors in the following sentences. Give reasons:

(*a*) He will do that tomorrow.

(*b*) Write plainer so that we might read it.

(*c*) That book only cost one dollar.

(*d*) Shakespeare is greater than any English poet.

(*e*) Having worked hard, their lessons were finished.

(*f*) Neither of them have succeeded in their task.

SIX

1. Give clausal analysis of this sentence:

The fact is *that such* revolutions are *almost* always the *consequences* of moral changes, which have gradually passed on the mass of the community, *and* which originally proceed *far, before* their progress *is indicated* by any public measure.

2. Parse the italicized words in Question 1.

3. Classify the phrases beginning with prepositions in Question 1.

4. Write sentences using the following words (*1*) as adverbs, (*2*) as prepositions:

on, above, in, before, off, but.

5. Write sentences using the correct preposition with each of the following words:

desire, different, contrast, hopeful, exception, conversant, derived, adverse, absolve, afraid.

6. Write sentences using the following words as conjunctions:

(*a*) before, but, not only—but also, that, why, nevertheless, provided that, than.

(*b*) Classify the clauses in the sentences thus formed.

SEVEN

1. Give clausal analysis of the following:

When the *gentlemen* of the country come to see him, he shows me only at a distance; as I have been *walking* in his fields I have observed them *stealing* a sight of me *over* an hedge, and have *heard* the Knight *desiring them* not to let me see them, *for* I hated to be stared *at*.

2. (*a*) Explain the functions of the infinitives in the sentence above.

(*b*) Parse the words in italics.

3. Classify the words in italics. Give reasons.

(*a*) We have been *watching* her *breathing* through the night.

(*b*) He lay on his back *reading* an *interesting* novel instead of *studying* his lessons.

(*c*) The city being *hemmed* in on all sides has *surrendered*.

(*d*) *During* the *evening* the man was *wearing* his *riding* coat.

(*e*) The messenger, *having lost* the letter, returned in the *morning*, *notwithstanding* the *driving* storm.

4. Write sentences using the infinitive as the subject, the object, the complement, the modifier of (*a*) the subject, (*b*) the object, and (*c*) the predicate.

5. Correct the following sentences, giving reasons:

(*a*) Having laid down his hat, he laid down on the bed.

(*b*) Running quickly down town, their house was seen to be on fire.

(*c*) What kind of a book are you reading?

(*d*) Did you see the girl? No, I only saw a boy.

(*e*) I have not and never shall like him.

(*f*) This book is more preferable than the other.

EIGHT

1. Give clausal analysis of the following sentence:

I drew *near* with that reverence *which* is due to a superior being; and *as* my heart was entirely subdued by the captivating strains I *had heard*, I fell down at his *feet* and wept.

2. Give detailed analysis to word "being" in the sentence above.

3. Parse the words in italics in Question 1.

4. (*a*) Give the past tense and past participle of the following verbs:

arise, swim, lie, lay, thrive, dwell.

(*b*) Which of these verbs may be used transitively? Use each in a sentence.

5. Write sentences in which you use the following words: (*1*) as prepositions, (*2*) as adverbs:

on, behind, over, around.

6. Write in sentences the comparative and the superlative degrees of the following adjectives:

red, curious, little, much, lazy, famous.

7. Explain the function of the words in italics:

(*a*) *To be eaten* by cannibals was their fate.

(*b*) I want *to post* my letters.

(*c*) I went *to post* my letters.

(*d*) He ordered the generals *to be recalled.*

(*e*) *To shoot* quickly is useful in a match.

(*f*) It is sweet *to hear* the song of birds.

(*g*) I have a letter *to be posted.*

(*h*) Wishing *to succeed*, I tried hard *to concentrate* my thoughts.

NINE

1. Give clausal analysis of the following:

Full of faith and hope, *Ernest* doubted not *that what* the people *said* was *true* and that *now* he was *to behold* the living likeness of those *wondrous* features on the *mountain-side.*

2. Parse the words in italics in Question 1.

3. If we personify the objects indicated by the following names, which of them should we speak of as *she?* Earth, Sun, Moon, Night, Death, Love, Nature, Winter, War, Justice, Time, Liberty.

4. Write the plurals of: pailful, spendthrift, forget-me-not, lord-lieutenant, runaway, poet-laureate, hanger-on, maid-in-waiting, will-o'-the-wisp, four-in-hand, valet-de-chambre, minister-penipotentiary, dilettante, madam, criterion, series, genus, crocus, buffalo, reef, roof, story, storey, German, Englishman, Dutchman, Norman.

5. Write the possessive, singular and plural, (where possible) of the following: hero, princess, goose, the Prince of Wales, child, sheep, footman, Welshman, goodness, Socrates, Moses, Burns, his sister Mary, his brothers Tom and Joe, the Prime Minister of Canada, son-in-law, man-o'-war, Turner the baker.

6. (*a*) Give the comparative and superlative degrees of:

gay, nigh, hateful, happy, awry, holy, virtuous, grey, much, old, near, little, considerable.

(*b*) Name six adjectives which are usually not compared. Why are these not compared?

TEN

1. Give clausal analysis of the following:

Ernest turned sadly from the wrinkled shrewdness of that sordid visage and gazed up the valley, where amid a gathering mist, gilded by the last sunbeams, he could still distinguish those glorious features which had impressed themselves into his soul.

2. Select the phrases in Question 1 and give the relation of each.

3. Give a detailed analysis of the following sentence:

Within the carriage, thrust partly out of the window, appeared the physiognomy of a little old man with a skin as yellow as if his own Midas-hand had transmuted it.

4. Give the use of the words in italics in the following:

1. We saw John *riding* today.

2. This is my *riding*-outfit.

3. *Riding* is more pleasant than walking.

4. *Riding* a wild horse, he endangered his life.

5. The *riding* of the cavalry was excellent.

6. He is now *riding* a white horse.

7. By *riding* regularly, the old squire kept himself in good health.

8. This road is too rough for pleasant *riding*.

9. She goes to a *riding* school.

10. John likes *riding;* he is very fond of *riding* for the cattle.

11. The knight has gone *a-riding.*

5. Parse the italicized words in the following sentences:

1. He *almost* succeeded *alone.*

2. He succeeded *almost alone.*

3. He, *alone, almost* succeeded.

4. I am, yours *faithfully.*

5. He is *fully* master of that language.

6. He had *fully* mastered the language.

7. I am *entirely* at your service.

8. He died *far* from his native land.

6. Discuss the difference between:

(*a*) "I did come", and "I have come".

(*b*) "I ought to come", and "I ought to have come".

(*c*) "The boy is prepared", and "The boy has been prepared".

(*d*) "He had few followers", and "He had a few followers".

(*e*) "Mary got little credit for it", and "Mary got a little credit for it".

(*f*) "He has a black and white horse", and "He has a black and a white horse".

(*g*) "You may go", and "You can go".

ELEVEN

1. Give clausal analysis of the following sentence:

Now, it happened that the poet, *though* he dwelt so *far* away, had not only heard of Ernest, but *had meditated*

much upon his character, until he deemed *nothing* so *desirable* as to meet this man, *whose* untaught wisdom walked hand in hand with the noble simplicity of his life.

2. Parse the words in italics in Question 1.

3. Distinguish the following:

Only he lost his child.
He only lost his child.
He lost his only child.
He lost his child only.

4. Give adjectives of opposite meaning to slow, cheap, straight, smooth, courageous, lenient, cowardly, innocent, negative, comfortable, attractive, joyful, hateful, opulent, hopeful.

5. Choose the correct modifiers in:

1. That milk tastes (bad, badly).
2. The man walks (cautious, cautiously).
3. The big boy looks (shy, shyly).
4. The board planes (smooth, smoothly).
5. He felt (warm, warmly) on the subject.
6. His mother looks (bad, badly, ill).
7. The big boy looks (shy, shyly) at the girls.
8. The wind blows (soft, softly).
9. He walks (brisk, briskly).
10. She writes (quick, quickly).
11. Handle the wheel (careful, carefully).
12. He acted very (differently, different) from what I thought.

13. School area! Drive (slow, slowly).

14. (Sure, surely) I shall go.

15. Come (quick, quickly) or you will miss it.

6. Which is the better form? Why?

1. The ship with all its crew (was, were) lost.

2. Mary is one of the best spellers that (has, have) been in this class for some time.

3. Use one of the books that (is, are) on the desk.

4. The tent and its contents (was, were) burnt.

5. A car with three ladies (have, has) come into the yard.

6. We are not the only ones who (has, have) heard his long story.

TWELVE

1. Give clausal analysis of the following:

When the weather is *fair* and settled, these mountains are clothed in *blue* and purple, and print their bold outlines in the clear *evening* sky; but *sometimes* when the rest of the landscape is cloudless they will gather a hood of gray vapors about their summits, which, in the *last* rays of the setting sun, *will glow* and light *up like* a crown of glory.

2. Parse the words in italics in Question 1.

3. Use the proper form of the verb *be* in the blank spaces:

1. Five times two.....ten.

2. Ten questions of that type.....enough.

3. The boat with all passengers.....lost.

4. The engine and two cars.....destroyed.

6. Every one of these books.....John's.

6. All the questions on that page.....to be done.

7. Neither Mary nor Jane.....in school.

8. That kind of apples.....dear.

9. Two and two.....four.

4. State the use of "only" in the following sentences:

John played in the first part of that game only.

John played in only the first part of that game.

John only played in the first part of that game.

Only John played in the first part of that game.

5. Use the following words in sentences (*1*) as adverbs, (*2*) as prepositions: between, by, for, to, behind, past, under, nearer, alongside.

6. Use the following words as prepositions in sentences and give the kind and relation of the resulting phrases:

without	inside	except	during
in	outside	notwithstanding	along
into	until	despite	beneath
over	under	with	down

7. Give synonyms for: gem, sequel, inclination, character, kindliness, penury, insomnia, habit, audacity, assemblage, invention, rebellion.

THIRTEEN

1. Give clausal analysis of the following:

So *wonderfully* eloquent was he that *whatever* he might *choose* to say, his auditors had *no* choice *but* to believe him; *wrong* looked like right, and right *like*

wrong; for when it pleased him he could *make* a kind of illuminated fog with his *mere* breath, and obscure the natural daylight with it.

2. Classify the words in italics in Question 1. Give reasons for your classification.

3. Write sentences to show what prepositions may be used with each of the following words:

overcame	angry	vexed	charmed	contented
skilful	amused	clumsy	excited	regretted
alarmed	wrote	sang	danced	spoken

4. Use the following phrases in sentences (*1*) as adverb phrases, (*2*) as adjective phrases: near the road, under the ice, over the river, from Winnipeg, in khaki, on the grass, over the stream, through the wood, like a fairy, round the house.

5. Use adverb clauses with the following:

Come	I called	They were amused
He waited	The cars stopped	Tom read the lesson
We called him	He was delighted	I shall await
I promised him a reward	Some thieves stole all my silver	
Where is the man that can hire		

6. Make sentences containing the following adjective clauses:

who spoke to me	from whom I bought the dog
whom I knew	that fell from the tree
where I live	which I possess
whose fault it was	whom I met this morning
which stands over there	when the treaty was signed
by which I travelled	

7. Parse the pronouns in the following sentences:

1. We lost our dog but some friends of ours lent us theirs.

2. They let themselves in, but I myself did not hear them.

3. I felt myself that they were telling the truth.

FOURTEEN

1. Give clausal analysis of this sentence:

Though he was more than once disappointed as we have seen, he had such a hopeful and confiding nature that he was always ready to believe in whatever seemed beautiful and good.

2. What is meant by voice? Illustrate the two kinds. Show how one can be changed to the other.

3. Make a complete tense scheme (first person singular) in the (*1*) active voice, (*2*) passive voice, indicative mood, of the verb "to hit".

4. Use the following verbs (*1*) transitively, (*2*) intransitively: boil, fight, improve, widen, win.

5. State the function of the participles in the following:

1. An officer commanding a company is called a captain.

2. The infantry, having resolved to attack, began a vigorous advance.

3. The British, influenced by feelings of justice, declared war.

4. The enemy, having been bombed, left their dugouts.

5. Becoming older, he gave up his silly ways.

6. Many years having passed, a messenger came.

7. The boy being present, we would not tell the parents' plans.

8. The soldier, being wounded, came home.

6. Name the moods of verbs. Give in sentences two examples of each.

7. Rewrite the following sentence so that it will not end in a preposition:

"What are you bringing that book which I don't want to be read to out of for?"

FIFTEEN

1. Give clausal and detailed analysis of this sentence:

Whoso thinks average years a paltry thing,
Choosing prolonged age,
He, to my mind, will be found treasuring
A foolish heritage.

2. Give the function of the infinitives, gerunds, and participles in the following sentences:

1. I can play.

2. He ran along whistling a merry tune.

3. They promised to go.

4. We hear the lark's clear whistling.

5. It is pleasant to see one's friends.

6. The eye is not satisfied with seeing.

7. He caused the widow's heart to sing for joy.

8. The trout were too wary to be caught.

9. There we stood trying to pierce the gloom.

10. Still there were some of the houses of the original settlers standing within a few years, built of small yellow bricks brought from Holland, having latticed windows and gable fronts, surmounted with weathercocks.

3. Use the following phrases in sentences: of whom, from whose, to whom, by whom, with whom, by whose, in whose, towards whom.

4. Parse *what* in the following sentences:

What sought they thus far? See what time it is.
I know what I am doing. What boots are you wearing?
I mean what you mean. I hear what you say.
What sort of man is he? I know what is true.
Find out what he means. I heard what you wrote.
Consider what you say. Can't you see what nonsense you are talking?
I am thinking about what you told me.

5. (*a*) Give synonymous adjectives for:

nomadic, intact, indomitable, laudable, accurate, contiguous, drowsy, precarious, prolific, notorious, abstemious, transient.

(*b*) Use each in a sentence.

6. Correct the following sentences. Give reasons:

(*a*) The man whom we think should do the work has left the city.

(*b*) We considered it likely to be he.

(*c*) He isn't coming to school now I don't think.

(*d*) They made the request of whomever met them.

(*e*) Nobody ever put so much of themselves into their work.

(*f*) He has weakened instead of strengthened his position.

(*g*) On entering the amphitheatre new objects of wonder presented themselves.

SIXTEEN

1. Illustrate in sentences the difference in use of the prepositions *between* and *among*.

2. Write sentences using the word *home* as a (*1*) noun, (*2*) adverb, (*3*) adjective.

3. Distinguish the uses of (*1*) older, elder, (*2*) farther, further, (*3*) latest, last.

4. Write sentences illustrating the different kinds of subordinate clauses.

5. Give three examples in sentences of (*1*) adverb phrase, (*2*) adjective phrase.

6. (*a*) State clearly the distinction between a gerund and a present participle.
   (*b*) Give two examples of each in sentences.
   (*c*) What is meant by the "Dangling Participle"?

7. Name four auxiliary verbs and state one use of each.

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